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ABSTRACT

This report continues for a second-year analysis of progress made in implementing Illinois State Board of Higher Education policy on secondary education requirements for college admission and improving undergraduate education in Illinois. In particular this report examines the preparation of students for college and their achievement in their first year in college. The first section examines recent trends in high school completion in Illinois and in various standard measures of the preparation of high school students for college. The second section examines trends in freshman enrollment and achievement in Illinois. The final section draws conclusions and suggest issues for further study. The report concludes that students completing the required units of a subject in high school scored higher on national achievement tests and that more Illinois high School students are completing a core college-preparatory curriculum. The information presented is drawn from (1) the individual public university and community college undergraduate education review reports that were submitted in summer 1993, (2) the Board of Higher Education's Fall Enrollment Surveys, (3) the public universities' High School Feedback System, (4) state reports from the American College Testing program and the College Board, and (5) State Board of Education data systems. Some comparative national data are also provided. (JB)

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ED 367 217



STATE OF ILLINOIS
BOARD OF HIGHER EDUCATION

# UNDERGRADUATE EDUCATION: ACCESS AND PREPARATION REEXAMINED

In the last half of the 1980s, the Board of Higher Education adopted two sets of policies designed to improve undergraduate education statewide. In November 1985, the Board adopted a set of high school courses required for freshman admission to baccalaureate programs in public universities and baccalaureate-transfer (Associate in Arts and Associate in Science) programs in public community colleges. Then, in September 1986, the Board adopted a series of policies that affirmed the priority of improving undergraduate education from admission through graduation. These undergraduate education policies were revised and expanded in September 1990. The Board's policies on admission and on student access, preparation, and retention are found in Appendix A.

The purpose of this report is to examine the preparation of students for college and their achievement in their first year in college. The first section of this report examines recent trends in high school completion in Illinois and in various standard measures of the preparation of high school students for college. The second section examines trends in freshman enrollment and achievement in Illinois. The final section draws conclusions and suggests issues for further study. A previous report on these topics, *Undergraduate Education: Access and Preparation*, was presented to the Board in March 1992. This report extends the previous analysis.

The information presented in this report is drawn from the individual public university and community college undergraduate education review reports that were submitted in summer 1993. Information is also drawn from the Board of Higher Education's Fall Enrollment Surveys, the public universities' High School Feedback System, state reports from the American College Testing program and the College Board, and State Board of Education data systems. Some comparative national data are also provided.

## High School Completion and Student Preparation

This section examines recent trends in high school completion in Illinois and trends in various measures of student preparation for college, and describes the efforts by public universities and community colleges to improve student preparation. Among the measures of student preparation examined are trends in high school course-taking patterns and trends in college entrance examination scores and other standardized achievement tests.

### High School Completion in Illinois

The undergraduate education applicant pool comes from two sources. The traditional pool comprises recent high school graduates who are typically between 17 and 19 years of age. A newer pool consists of older adults who, for various reasons, did not enter college immediately after high school graduation or who may have dropped out of high school and later earned a high school equivalency diploma through passage of the General Educational Development (GED) tests.

Table 1 shows the number of Illinois high school completers from 1985-86, the year the Board adopted the high school course requirements for college admission, through 1990-91. The table shows that the number of graduating high school seniors peaked in 1987-88 and that the number of high

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**Table 1**

**TRENDS IN HIGH SCHOOL COMPLETION IN ILLINOIS**

| School Year | High School Graduation | | | | GED Completion | | | |
|---|---|---|---|---|---|---|---|---|
| | Public Schools | Nonpublic Schools | Sub-total | Annual Percent Change | Certificates Issued | Annual Percent Change | Grand Total | Annual Percent Change |
| 1985–86 | 114,319 | 18,453 | 132,772 | (2.4)% | 15,997 | — | 148,769 | — |
| 1986–87 | 116,075 | 18,453 * | 134,528 | 1.3 | 16,166 | 1.1 % | 150,694 | 1.3 % |
| 1987–88 | 119,090 | 18,575 | 137,665 | 2.3 | 14,803 | (8.4) | 152,468 | 1.2 |
| 1988–89 | 116,660 | 17,237 | 133,897 | (2.7) | 16,281 | 10.0 | 150,178 | (1.5) |
| 1989–90 | 108,119 | 15,645 | 123,764 | (7.6) | 15,127 | (7.1) | 138,891 | (7.5) |
| 1990–91 | 103,329 | 14,821 | 118,150 | (4.5) | 12,607 | (16.7) | 130,757 | (5.9) |
| 1985–86 to 1990–91 Change | (10,990) | (3,632) | (14,622) | (11.0)% | (3,390) | (21.2)% | (18,012) | (12.1)% |

* Data not collected; 1985-86 used.

Sources: State Board of Education, *Educational Statistics* and *Education Daily*, June 25, 1992

school graduates declined by 11 percent over this six-year period. However, the decline in number of high school graduating seniors is projected to bottom out in 1994 and increase each year thereafter through the remainder of the century. Table 1 also shows the number of GED completion certificates issued in Illinois in each of these six years. While the number of GED completers fluctuated from year to year, there was an overall six-year decline of 21 percent. Although the number of GED completers declined, the *1992 Annual Statistical Report* published by the GED Testing Service indicated that an all-time high of 61 percent of GED candidates in 1992 planned further study.

Trends in High School Course-Taking Patterns

In adopting high school course requirements for public college and university admission, the Board of Higher Education believed that students could improve their chances of success in college by taking those high school courses that serve as the foundation for the general education curriculum. The Board also noted preliminary studies by the College Board that showed a positive correlation between the completion of a college-preparatory curriculum and scores on the SAT. In turn, colleges and universities found that higher scores on college entrance exams were correlated with successful completion of the freshman year which is mainly comprised of general education courses.

In their recent study of the *American High School Curriculum, 1945-1990*, David Angus (University of Michigan) and Jeffrey Mirel (Northern Illinois University) challenged conventional accounts of "sharp pendulum swings" in the high school curriculum, finding instead "a steady drop in the academic share of [high school] subject enrollments that begins in 1928 and continues unabated until at least 1961" (p. 11). Further, they found that the decline in academic enrollments "was not matched by increases in vocational enrollments," as most people have assumed, but rather by "increases in such 'personal development' courses as health, physical education, and driver's training" (p. 12). From 1960-61 through 1982, they found that science and math enrollments, in particular, showed a trend toward an increasingly "split level" education, with "increases in enrollments in the rigorous science and math courses...matched and even outpaced by increases in less intellectually challenging courses" (p. 23). For example, Table 7 in their report showed that 46.5 percent of high school enrollment in 1960-61 was in college-preparatory math courses and 17.4 percent in non-college-preparatory math. In 1978-82, the percentage of enrollment in college-preparatory math had increased to 49.8 percent and in non-college-preparatory math to 28.2 percent.

Since the current school reform movement began in the mid-1980s, Angus and Mirel concluded that "serious attention is being given to the old idea that all students should follow the same curriculum...and that to fail to require this is to deny equal educational opportunity" (p. 29). Supporters of this philosophy "assert forthrightly that some subjects are inherently more important than others" (p. 29). The six National Education Goals adopted by the nation's governors and President Bush in 1989 support this philosophy as do the Illinois *State Goals for Learning* promulgated by the State Board of Education in accordance with the School Reform Act of 1985 and the Board of Higher Education's high school course requirements for college admission, as well as the policies on preparation of the workforce.

In its July 1993 undergraduate education report, the University of Illinois at Urbana-Champaign, which has specified high school courses required for admission for many years, reported "a notable increase in the college-preparatory courses taken by entering students." The university reported that 96 percent of the fall 1992 freshmen had completed four years of English compared to 84.5 percent ten years earlier, 98.5 percent in fall 1992 completed three years of math compared to 95.2 percent in 1982, 98.3 percent completed two years of social studies compared to 88.6 percent, 98.7 percent completed two years of laboratory science compared to 92.9 percent, and 95.6 percent completed two years of a single foreign language compared to 89.6 percent in 1982. Similarly, the American College Testing (ACT) program reported that 45.5 percent of Illinois ACT test takers in 1993 completed a core college-preparatory curriculum of four or more years of English and three or more years each

of math, science, and social studies--a curriculum equivalent to the high school subjects required for admission to Illinois public colleges and universities in 1993--compared to only 19.8 percent of the Illinois ACT test takers in 1987. These changes in high school course patterns reported by both the University of Illinois at Urbana-Champaign and by the ACT suggest that the course requirements for college admission may be beginning to have an influence on high school students.

Trends in College Entrance Examination Scores

The two nationally recognized college entrance examinations are the ACT administered by the American College Testing program in Iowa City and the SAT developed for the College Board and administered by the Educational Testing Service in New Jersey. Both exams were developed to assist college admissions officers in comparing the academic achievement of applicants since course titles and grading standards differ from one high school to another. Because the exams were designed to permit comparison, scores on both exams are "norm-referenced" rather than "criterion-referenced," which means that the score indicates how well a test taker responded compared to all other test takers rather than whether the test taker meets (or exceeds) established learning standards. The ACT is more common in the Midwest, and the SAT more common in the East.

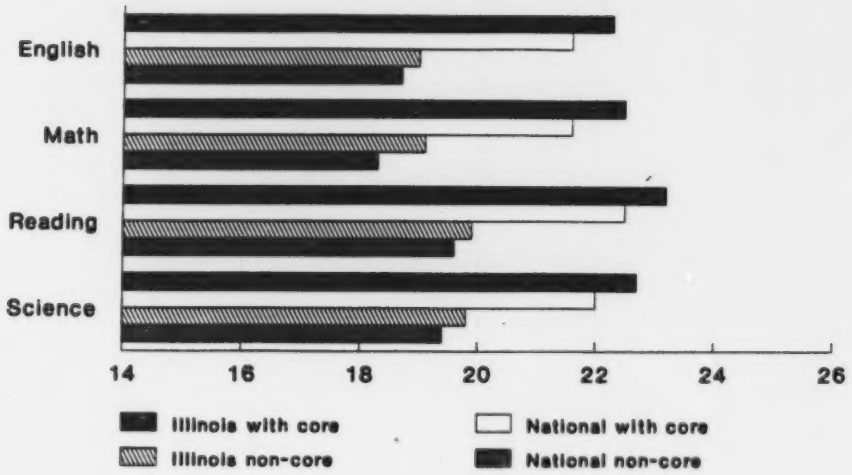
The ACT measures student achievement in English, mathematics, reading, and science reasoning, with a composite score based on the scores on these four subsections of the test. Scores are reported on a scale of 1 to 36, with 18 representing the arithmetic mean. In 1993, 78,718 Illinois students--approximately 70 percent of 1993 graduates--took the ACT, earning an average composite score of 21.0 compared to a national average composite score of 20.7. The average Illinois composite score has not changed significantly over the past five years.

Students' scores on the ACT subtests--and, hence, their composite scores--correlate highly and positively with the number of years of college-preparatory courses taken in high school. Figure A shows the mean scores on each of the four ACT subtests for Illinois students who completed the core curriculum compared to Illinois students who did not complete the core curriculum and compares Illinois mean scores to national averages. Students who completed the core scored, on average, three points higher on each of the subtests than did students who did not complete the core. For example, Illinois students who completed the core curriculum scored an average of 22.3 on the English subtest, while students who did not complete the core scored an average of 19.0. For each subtest, Illinois students scored higher, on average, than the national average, with the greatest differential seen in the mathematics subtest.

Figure B shows that the higher mean scores for students completing the core curriculum in high school holds true for each racial/ethnic group both in Illinois and nationally. White Illinois students who completed the core curriculum had a mean composite score of 23.4 compared to 20.7 for those who did not complete the core curriculum. Black Illinois students who completed the core had a mean composite score of 18.6 compared to 16.6 for those who did not. Although mean composite scores differed among racial/ethnic groups, in each group the mean score of students who completed the core curriculum exceeds both the mean score of those who did not and the test's arithmetic mean of 18.

While Figures A and B showed the scores of all Illinois ACT test takers in 1993, Table 2 shows the mean ACT composite score of first-time freshmen who actually enrolled in Illinois public universities in academic years 1991-92 and 1992-93. Table 2 contrasts the mean ACT composite score and high school percentile rank for first-time freshmen who completed the core curriculum in English, math, and science with those who did not. For each subject--English, math, and science--those freshmen who completed the number of years required for admission had higher ACT composite scores and higher high school percentile ranks than did those who did not complete these core requirements in high school. The data in Figures A and B and in Table 2 reaffirm the relationship between completion of a college-preparatory curriculum in high school and higher ACT scores.

# Figure A
# 1993 ACT Mean Subscores




Illinois N = 78,718

# Figure B
# 1993 ACT Composite Score by Race

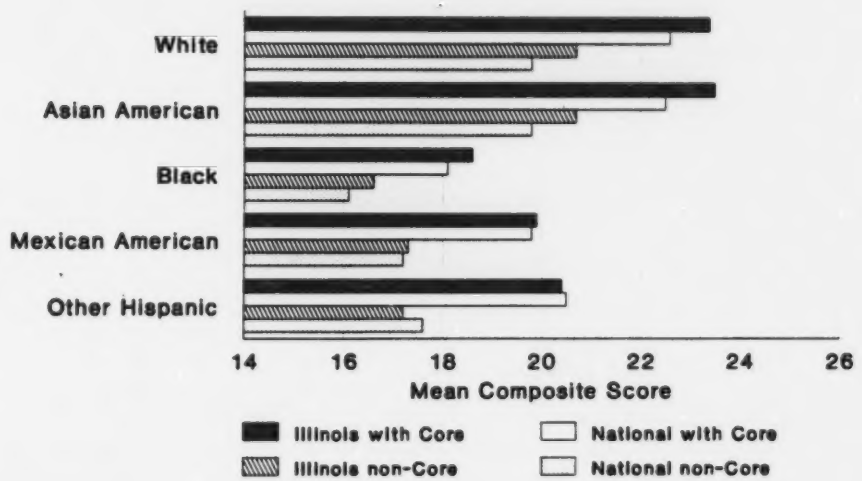


**Table 2**

**MEAN ACT COMPOSITE SCORE AND HIGH SCHOOL PERCENTILE RANK OF FIRST–TIME FRESHMEN[1] BY HIGH SCHOOL COURSE PATTERNS**

| | Took 4 Years of High School English | Less Than 4 Years of High School English |
|---|---|---|
| ACT Composite Score | 22.3 | 21.1 |
| High School Percentile Rank | 70.3 | 63.6 |

| | Took 3 Years of High School Mathematics | Less Than 3 Years of High School Mathematics |
|---|---|---|
| ACT Composite Score | 22.7 | 20.1 |
| High School Percentile Rank | 72.2 | 58.5 |

| | Took 3 Years of High School Science | Less Than 3 Years of High School Science |
|---|---|---|
| ACT Composite Score | 23.1 | 21.2 |
| High School Percentile Rank | 73.4 | 62.9 |

[1] Based on first–time freshmen enrolling at public universities in academic years 1991–92 and 1992–93.

Source: Public Universities' High School Feedback System

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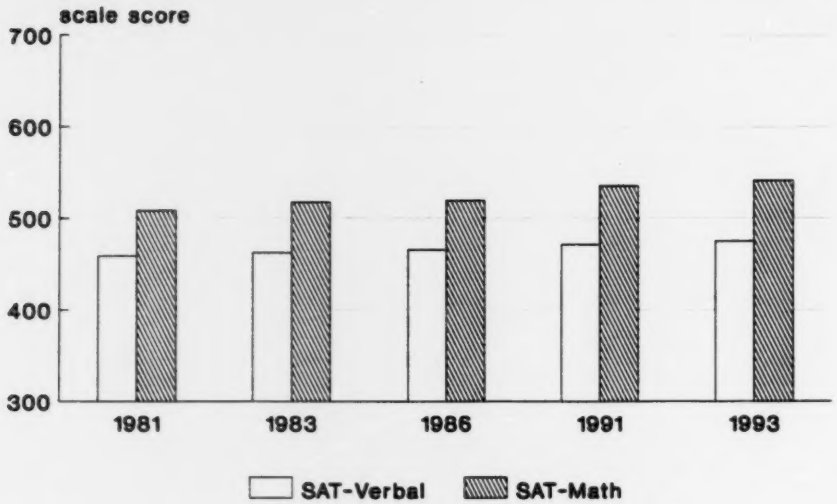
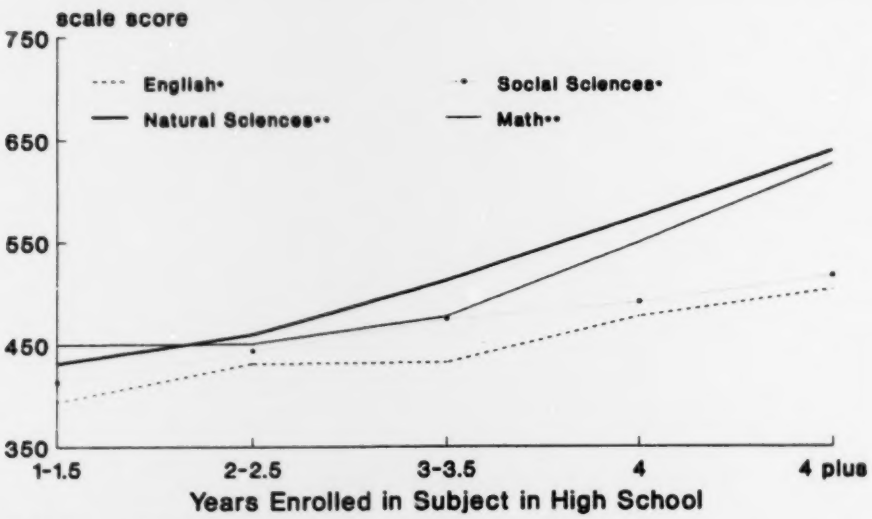
The College Board's SAT reports two scores for each student: a verbal score and a mathematics score, with each ranging from 200 to 800 and an arithmetic mean of 500. Only 17,212--approximately 15 percent--of the 1993 Illinois graduating seniors took the SAT at some time during high school. Figure C shows the mean SAT verbal and SAT math scores for Illinois students in selected years between 1981 and 1993. The mean SAT verbal score increased from 459 in 1981 to 475 in 1993, while the mean SAT math score increased from 508 in 1981 to 541 in 1993.

Illinois students who take the SAT differ significantly from both Illinois ACT test takers and from SAT test takers nationally. The majority of Illinois SAT test takers were high school juniors rather than seniors, were relatively affluent (family incomes of $50,000 or higher), and ranked in the top 20 percent of their high school graduating class, while fewer than half of the national test takers were in these categories. Given these differences, it is not surprising that the mean Illinois scores of 475 verbal and 541 math exceed the national means of 424 verbal and 478 math.

## Figure C
## Trends in Illinois SAT Scores, 1981-1993




## Figure D
## 1993 Illinois Mean SAT Scores by Subject




• SAT-Verbal ••SAT-Math
N • 17,212

Figure D shows that SAT scores, like ACT scores, are also highly correlated with the number of years particular subjects were studied in high school. For example, the mean SAT verbal score for Illinois students who completed less than two years of English in high school was 394 compared to the mean SAT verbal score of 504 for Illinois students who completed more than four years of high school English. Similarly, the mean SAT math score for Illinois students who completed less than two years of math in high school was 450 compared to the mean SAT math score of 627 for Illinois students who completed more than four years. In all, 97 percent of the Illinois test takers reported taking three years or more of English, 95 percent reported taking three years or more of math, 87 percent reported taking three or more years of science, and 82 percent reported taking three or more years of social sciences in high school.

Other Standardized Achievement Tests

In addition to the SAT, the College Board also offers standardized Achievement tests in 14 specific subjects, with scores reported on the same 200 to 800 scale. Since Achievement test scores are required for admission by only a few very selective colleges and universities nationally, students who take them tend to be particularly high academic achievers in high school. Table 3 shows the number of Illinois Achievement test takers and their mean scores in 1991 and 1993. In both years, students took an average of three tests each, usually the English composition test, one test in math, and one additional test. Table 3 shows that there was essentially no difference in mean scores between 1991 and 1993. What is noteworthy is the increase in the number of students who took the more advanced math test (Math II) and the significantly higher mean scores in both years on the Math II test compared to the Math I test. The higher mean scores in chemistry and physics compared to the mean scores in the more interpretive subjects of history and literature are also noteworthy.

The other national program that provides comparative information on the academic achievement of high school students is the Advanced Placement (AP) program, which is also administered by the College Board. The AP program makes available to high schools for advanced students a curriculum of 29 introductory college-level courses in 16 subjects and culminating standardized examinations. Exam scores are reported on a scale of 1 to 5, with many colleges and universities across the country--and internationally--granting either course credit or advanced standing in a subject to students scoring at level 3 or higher. Figure E presents graphically the tremendous growth in the number of Illinois students taking the AP tests, from slightly more than 6,000 in 1980 to 16,318 in 1992, an increase of 154 percent. In 1992, 379 Illinois high schools (slightly more than a third) offered one or more AP courses. In 1992, Illinois ranked 14th among the 50 states and the District of Columbia in the number of AP exams per 1,000 high school juniors and seniors, as shown in Figure F. At 101 exams per 1,000, Illinois slightly exceeds the national average of 98 exams per 1,000. Both Virginia (at 170 per 1,000) and Utah (at 211 per 1,000) require every high school or high school district to offer AP courses, while nine other states and the District of Columbia pay the testing fees for one or more AP exams.

Table 4 shows the number of Illinois students taking the 14 most frequently taken AP exams, their mean scores, and the percent earning qualifying scores of 3 through 5 in 1991 and 1992. Except for the mean score on the Physics B test, which increased from 2.90 to 3.22, changes in mean scores for the remaining 14 tests were small. As was seen also in the average scores on the Achievement tests (Table 3), the highest mean scores were in the more advanced Physics C and Calculus BC tests, while the lowest mean scores were in U.S. history and English language and composition.

Efforts to Improve Student Preparation

The Board's policies on improving undergraduate education indicate that colleges and universities should not only inform high schools of the progress and achievement of their recent graduates but also that this information should serve as the basis for establishing cooperative efforts between schools and colleges and universities to strengthen the preparation of high school students

**Table 3**

**ILLINOIS ACHIEVEMENT TEST SCORES**
1991 and 1993

| | Number Tested | | Mean Score | |
|---|---|---|---|---|
| | 1991 | 1993 | 1991 | 1993 |
| English Composition | 3,036 | 2,915 | 569 | 567 |
| Math II | 1,689 | 1,746 | 706 | 704 |
| Math I | 1,373 | 1,231 | 585 | 590 |
| Chemistry | 732 | 766 | 617 | 614 |
| American History | 725 | 620 | 590 | 586 |
| Biology | 418 | 502 | 598 | 598 |
| Physics | 489 | 492 | 633 | 636 |
| Spanish | 541 | 445 | 567 | 565 |
| Literature | 401 | 438 | 571 | 574 |
| French | 442 | 284 | 560 | 562 |
| European History | 68 | 86 | 582 | 582 |
| Latin | 64 | 71 | 547 | 556 |
| German | 55 | 68 | 586 | 570 |
| Modern Hebrew | 11 | 28 | 458 | 668 |
| Total Students Tested | 3,275 | 3,163 | | |
| Total Tests Taken | 10,044 | 9,692 | 599 | 601 |

Source: *Profile of SAT and Achievement Test Takers, Illinois Report*, 1991 and 1993

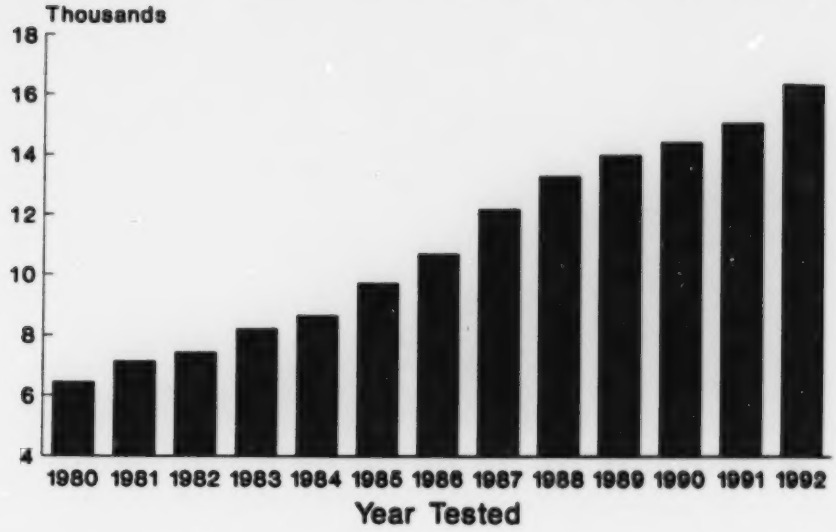
**Table 4**

**ILLINOIS AP EXAMS, 1991 and 1992**

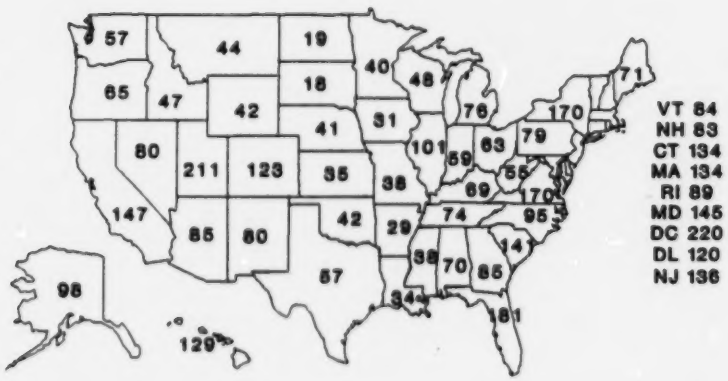
| | Number Tested | | Mean Score | | Percent Qualifying (Scores of 3,4, & 5) | |
|---|---|---|---|---|---|---|
| | 1991 | 1992 | 1991 | 1992 | 1991 | 1992 |
| U.S. History | 4,130 | 4,331 | 2.89 | 2.97 | 58.5 % | 61.8 % |
| English Literature & Composition | 4,002 | 4,217 | 3.12 | 3.17 | 71.2 | 73.9 |
| Calculus AB | 3,066 | 3,393 | 3.05 | 3.13 | 68.8 | 69.4 |
| Biology | 1,561 | 1,862 | 3.24 | 3.22 | 69.6 | 67.9 |
| English Language & Composition | 1,466 | 1,624 | 2.92 | 2.95 | 62.3 | 63.6 |
| European History | 1,379 | 1,613 | 3.21 | 3.24 | 77.4 | 79.9 |
| Chemistry | 1,376 | 1,568 | 3.24 | 3.14 | 72.5 | 70.5 |
| Calculus BC | 1,336 | 1,405 | 3.64 | 3.60 | 82.3 | 80.9 |
| Spanish Language | 905 | 1,066 | 3.49 | 3.42 | 80.1 | 79.8 |
| U.S. Government & Politics | 644 | 659 | 3.24 | 3.15 | 78.3 | 74.5 |
| Physics B | 522 | 557 | 2.90 | 3.22 | 65.3 | 77.2 |
| Physics C/Mechanics | 488 | 568 | 3.77 | 3.76 | 86.1 | 87.0 |
| Physics C/Electricity & Heat | 411 | 502 | 3.69 | 3.62 | 79.6 | 77.7 |
| French Language | 501 | 495 | 2.94 | 3.04 | 64.3 | 66.5 |
| Total Students Tested | 15,010 | 16,318 | | | | |
| Total Tests Taken | 24,290 | 26,634 | 3.14 | 3.18 | 69.5 % | 71.1 % |

Source: 1991 and 1992 *Advanced Placement Program: National and Illinois Summary Reports*

## Figure E
## Illinois Students Taking AP Tests




## Figure F




Number of AP Exams Per 1000 Juniors and Seniors

National Average = 98

Source: The College Board

for college. As indicated in their undergraduate education review reports in summer 1993, Illinois public universities and community colleges have implemented a wide array of programs to reach out to elementary and secondary students and their families, on the one hand, and to work with elementary and secondary teachers and counselors, on the other.

All colleges and universities are involved in standard recruitment activities, including regularly scheduled visits to high schools to talk with counselors and prospective applicants and participation in more general college nights and career fairs. In addition, public universities and community colleges offer elementary and high school students a variety of activities that are of brief duration but repeated periodically. Among these are sponsored competitions, such as a creative writing competition, Future Farmers of America project judging, or the annual Junior Engineering Technical Society's design competition; science fairs, art fairs and exhibits, and open houses; observatory star-gazing "parties;" short courses to prepare for the ACT or SAT test; model United Nations programs; and band and choir contests and festivals.

Many colleges and universities also offer more comprehensive programs that require a longer commitment by both students and the institution. In general, these more comprehensive programs target a particular group. For example, both campuses of the University of Illinois, Southern Illinois University at Carbondale, Northern Illinois University, and Highland, Kankakee, and Triton community colleges, among others, receive funding from the federal Department of Education to operate Upward Bound programs, a year-round program designed to prepare low-income, first-generation students for college. Northern Illinois University, the University of Illinois at Chicago, the College of Lake County, and South Suburban College, among others, participate in the federally funded Educational Talent Search program that is designed to identify and encourage talented low-income, first-generation students to enter college.

Comparable on-campus summer programs for minority pre-college students are funded through Higher Education Cooperation Act (HECA) grants, including the Hispanic Mathematics-Science Education Initiative operated jointly by the University of Illinois at Chicago and Malcolm X College and the Percy Julian Program operated jointly by Eastern Illinois University and Lake Land College. HECA grants also fund academic year enrichment programs for pre-college minority students, such as the University Scholars program operated cooperatively by Northeastern Illinois and Roosevelt universities, Southern Illinois University at Edwardsville's Lansdowne Junior High School Mentoring program, and Harold Washington College's Real Men Program.

In addition, Western Illinois University operates the state's Job Training Partnership Act Youth on Campus program. Similar programs, such as the University of Illinois' Principals' Scholars program, Chicago State University's Chemistry Camp, and Illinois Eastern Community Colleges' STARS (Student Tutors Assisting Rural Students) program, combine institutional, local, and other external funding sources to help prepare students for college. More unique programs include the College of DuPage Kids on Campus After Hours activities program, the William Rainey Harper College football team's big brother program for elementary school boys, and Southeastern Illinois College's High School Summer Honors Program.

To prepare non-traditional and adult students for college work, all community colleges, as part of their mission, offer adult basic and secondary education programs, including General Educational Development test preparation and English as a second language instruction. In addition, depending upon local needs, community colleges provide adult literacy training, citizenship preparation classes, alternative high schools or early-school leavers programs for young high school drop outs, and on-site academic or vocational skills classes for local businesses and industries. The excerpts on the next page illustrate the range of public university and community college outreach programs to elementary and secondary students, schools, and adults in the community to better prepare potential students for college entry and success.

*Examples of Outreach Activities*

At **Prairie State College**, outreach to the community begins at the earliest level. The Family Literacy Institute provides cooperative programs with two elementary schools, two pre-kindergarten programs, and a community center. Most of the families served are low-income, minority families. Based on the belief that learning must be family based, parents and their children learn together. Over the past three years, the program has grown from 48 to 244 students.

The **Illinois State University**, Danville Public School System, and **Danville Area Community College** Partnership, if successful, will increase the number of minority graduates in the teaching profession. In fall 1991, the three partners identified Danville minority students seeking careers in teaching who intended to return to Danville to teach. Six students were admitted to the university in fall 1992: four from the high school and two from the community college. As of spring 1993, all six were still enrolled and in good academic standing.

To improve pre-college preparation of students interested in nursing, **Southern Illinois University at Edwardsville**'s School of Nursing's Project GAIN (Get Ahead In Nursing) established Future Nurses' Clubs in nine area high schools that serve minority and at-risk students. During the academic year, each club meets monthly, with specific programs focusing on health promotion, health maintenance, and disease prevention. A total of 257 students participate in the clubs. In addition, 40 students were selected to participate in the first Project GAIN Summer Nurse Camp, during which the students attend academic classes to improve their basic skills in reading, math, computer use, and algebra. Of the 40 camp participants in 1992, seven entered a university nursing program and four entered a community college nursing program, with all still enrolled. The program's strengths are the actual experiences and classes in nursing, involvement of parents, learning experiences in health care facilities, and leadership opportunities.

**Kennedy-King College** operates Benjamin E. Mays Academy, an alternative high school serving approximately 300 former high school dropouts. The Academy provides high school instruction enabling students to earn their diploma and pursue higher educational opportunities, qualify for military enlistment, or prepare to enter the job market. Capable students can enroll in college courses during their senior year.

In the Positive Alternatives Program, **Wilbur Wright College** works with the 14th and 15th Police District of the City of Chicago to help school-age minority youth succeed in school and avoid gangs and drugs. The program has become a model for Chicago's community policing efforts. To reach out to these students, classes are held in the local police stations and taught by volunteer police personnel. The college's major business outreach program is with Eli's Chicago Finest Cheesecake. In conjunction with Wright, Eli's created "Eli's University," an educational program to enhance skills of its employees. The program first offered on-site GED classes for employees who had not completed high school. Wright faculty taught the classes while Eli's provided work released time and volunteer tutors from among its corporate executives. The program has now evolved to teaching computer skills, statistical quality control, and management classes offered either on-site or at the college, depending on enrollment. In a recent visit, President Clinton cited the program for excellence.

The Pathways Program links **Olive-Harvey College** to local area high schools. Comprised of 15 high schools, Pathways focuses on recruiting graduating seniors. Through this program, college staff administer placement tests to seniors at each high school, provide orientations by financial aid, admissions, and counseling offices, and pre-register students, all within an environment familiar to the students--their high schools.

For the past four years, **Southern Illinois University at Carbondale's** Department of Foreign Languages and Literatures has led the "Academic Alliance" for area secondary and community college foreign languages teachers. The Alliance meets once per quarter at various locations throughout southern Illinois to discuss important issues related to the effective teaching of foreign languages. For example, a recent meeting involved a hands-on demonstration of newly-acquired hardware and software designed for foreign language instruction in the university's Language Media Center.

Besides working directly with pre-college students, public university faculties also provide in-service training courses and workshops for elementary and secondary teachers, interact with school personnel in placing and supervising student teachers and other education personnel, and work with schools in developing and implementing new curriculum materials and in conducting research on learning and teaching strategies. Although a few community colleges also offer in-service training for

teachers, community colleges reported more direct involvement with schools in articulating high school and college programs and courses. Tech Prep programs, in particular, are specifically designed to integrate and articulate academic and technical coursework in specific occupational areas beginning as early as ninth grade through receipt of the associate in applied science degree. Community colleges also host periodic meetings for high school and community college counselors and for faculty by discipline to discuss expectations and common practices. In addition, several community colleges offer summer school courses for area students whose high schools no longer provide this option.

## College Admission and Freshman Performance

This section examines trends in freshman admission and achievement. First, the factors colleges and universities consider in making admission decisions are reviewed, and the high school course requirements for admission as of fall 1993 are summarized for all public colleges and universities. Then, trends in the number of first-time freshmen enrolled in Illinois institutions by sector are presented, and public institution efforts to orient, assess, and support freshman achievement are described. Finally, freshman achievement in public universities is analyzed.

### Admission Requirements

For more than 20 years, colleges and universities have used multiple measures of prior student achievement to admit applicants. Common measures include: college entrance examination scores (ACT or SAT), high school grade point average, percentile rank in the graduating class, and narrative statements, such as an essay by the applicant and high school counselor or teacher recommendations. In combination, these measures have been used to predict the applicant's potential for success in the collegiate freshman year and, to the extent that it is known, in the applicant's chosen field of study. Continuing research has found that a combination of two or more of these measures is a valid and reliable predictor of freshman success. In addition, the combination for one applicant can be compared with the combination for other applicants to permit a fair ranking of applicants when there are more qualified applicants than available openings.

Reflecting a growing concern about the quality of high school preparation for college, in November 1985, the Board adopted a set of high school courses required for admission to public university baccalaureate programs and community college baccalaureate-transfer programs, in addition to any measures colleges and universities already used. As subsequently amended in Public Act 86-0954, these high school course requirements for admission became effective statewide with the freshmen entering public colleges and universities in fall 1993. The 15 units of high school courses required are: 4 years of English, emphasizing written and oral communication and literature; 3 years of social studies, emphasizing history and government; 3 years of mathematics, including introductory through advanced algebra, geometry, trigonometry, or fundamentals of computer programming; 3 years of laboratory science; and 2 years of electives selected from foreign language, music, vocational education, or art. However, Public Act 86-0954 permits institutions some flexibility in redistributing requirements among categories and also permits the admission of applicants who do not meet the requirements under specific circumstances. Tables B-1 and B-2 in Appendix B summarize the course requirements adopted by each public university and community college. The report, *Fall 1993 Admission Requirements for Public Universities and Community Colleges* (November 1992) provided additional detail on each institutions' freshman admission requirements for fall 1993 and after.

All public colleges and universities require students to satisfactorily complete four years of English in high school. Most also require three years of math, with many further stipulating that this three years should include both introductory and intermediate/advanced algebra and geometry. Both campuses of the University of Illinois and Southern Illinois University at Carbondale require a minimum of 3.5 years in math for admission to engineering and selected other programs. The University of Illinois at Urbana-Champaign also requires two years of a single foreign language in high

school, while several other colleges and universities stipulate that two years of a single foreign language must be completed if a student submits foreign language study within the 15 units required for admission. As described in the November 1992 report, each institution has established alternative methods by which students who did not complete the requirements in high school may demonstrate competence equivalent to the required high school units.

First-Time Freshman Enrollment

Table 5 shows the first-time freshman enrollment in Illinois colleges and universities by sector from fall 1986 through fall 1992. The table shows that first-time freshman enrollment first rose, peaked in fall 1988, and then fell through fall 1992, for an overall increase of less than one percent from fall 1986 to fall 1992. The fall 1988 peak corresponds to the high point in the number of recent high school graduates in 1987-88, as shown earlier in Table 2.

**Table 5**

**TRENDS IN ILLINOIS FIRST-TIME COLLEGE FRESHMAN ENROLLMENTS**

| | 1986 | 1987 | 1988 | 1989 | 1990 | 1991 | 1992 | Percent Change |
|---|---|---|---|---|---|---|---|---|
| Public Community Colleges | 39,637 | 40,243 | 43,450 | 44,763 | 45,514 | 45,093 | 43,540 | 9.8 % |
| Public Universities | 25,990 | 26,029 | 25,055 | 24,512 | 24,086 | 22,747 | 22,141 | (14.8) |
| Private Multi-Purpose | 17,318 | 17,925 | 18,438 | 17,975 | 17,394 | 17,986 | 18,026 | 4.1 |
| Limited Purpose & Proprietary | 6,106 | 6,502 | 6,255 | 5,724 | 5,274 | 5,683 | 5,864 | (4.0) |
| TOTAL | 89,051 | 90,699 | 93,198 | 92,974 | 92,268 | 91,509 | 89,571 | 0.6 % |

Source: IBHE Fall Enrollment Surveys

Trends in first-time freshman enrollment differ by sector. Between 1986 and 1992, first-time freshman enrollment in public universities declined by nearly 15 percent, or approximately 4,000 students, while first-time freshman enrollment at private multi-purpose institutions rose by 4 percent, or approximately 700 students. First-time freshman enrollment in community colleges increased by 10 percent, while first-time freshman enrollment in limited purpose and proprietary institutions declined by 4 percent. Public universities and private multi-purpose institutions draw high proportions of their undergraduates from among recent high school graduates, while community colleges, limited purpose, and proprietary institutions enroll higher proportions of older, non-traditional students. Although first-time freshman enrollment overall mirrors the changes in number of high school completers (graduate and GED), shifts among sectors suggest that factors other than simply the number of completers are influencing student access and college admission.

Freshman Orientation

For many students, entering college is a major life adjustment. To help students adjust to their new milieu and routine and to assure that entering students understand the institution's expectations for their academic achievement, as well as for their social behavior, most colleges and universities provide some form of orientation program for new students. Tables B-3 and B-4 in Appendix B describe the features of orientation programs at public universities and community colleges, respectively, while descriptions illustrating the variety of programs are provided on the next page.

*Examples of Orientation Programs*

**Kishwaukee College** enrolls a number of students with disabilities after their completion of high school. To assist students in making the transition from high school to college and to address the accommodations needed to increase their success, a college counselor meets with high school counselors and special education staff to facilitate the transition for each student. The counselor meets with parents and students to identify needed accommodations, orient students to college life and the campus' physical facilities, and provide academic advising. The counselor also informs faculty members of course accommodations that will be needed. These efforts have resulted in earlier identification of high school students with disabilities who plan to come to the college, fewer problems at the start of classes, and increased student access and success. The major difficulties are insufficient time to attend to the needs of increasing numbers of students and access to adaptive equipment.

Among the strengths of **Western Illinois University's** new student orientation program are coordination of scheduling by a task force representing both academic affairs and student services; year-round programs to accommodate the needs of freshmen, transfers, and parents/guardians with a wide choice of dates; incorporating placement testing, academic advising, class schedule development, and registration into a single process; meaningful involvement of faculty, administrators, student leaders, and community members; and the inclusion of parents/guardians as vital parts of the process.

**Kennedy-King College's** New Student Program front-loads services to new students during their first two semesters in order to significantly raise their chances for successful transfer to four-year institutions, completion of a career program, and attainment of gainful employment. The program involves a broad-based assessment (including interest testing and career exploration), a structured link to a range of academic and personal support services, enrollment in Counseling 101, and on-going study skills classes.

**Eastern Illinois University's** Freshman Seminar is designed to develop student knowledge of the university's organization, traditions, and methods and provide a conceptual framework for engaging successfully in the university experience. Taught in sections of 25 students, this one-semester-hour course engages students in frank discussions of issues such as the classroom environment, study habits, time management, faculty expectations, roommate relations, financial resource management, recognizing and making difficult choices, etc. Each section is taught by a veteran faculty member who has volunteered for the assignment. Over 1,200 students have successfully completed this course since its inception in Fall semester 1990.

The most common format for orientation programs among public universities is to invite to campus small groups of admitted freshmen and their parents for one to two days in the summer. During their day or two on campus, the students participate in discussions and campus tours, take placement exams, meet with advisers to plan their academic programs, and pre-register for fall classes. Separate discussions and tours are scheduled for parents. Then, in the fall, most campuses schedule a series of social activities and events during the first week of class to orient students to campus life and student organizations. Six of the ten campuses that admit freshmen also offer a freshman seminar or course that further orients students to the mission and organization of the university, addresses salient campus life issues, and assists students in developing their study skills.

While some community colleges offer orientation programs in a similar format (e.g., William Rainey Harper College and Spoon River College), many community colleges combine a brief "basic information" orientation and placement testing into a single session, with academic advising, registration, and orientation to campus life and student organizations occurring as separate processes. Community colleges also often bring orientation, testing, and advising to the students either to high schools or to other off-campus sites, rather than requiring all students to come to campus. In addition, many community colleges tailor their orientation programs to address the specific needs of different student audiences, with different programs designed for full-time, often younger, day students compared with part-time, often older, evening students. Nearly half of the community colleges offer--as an option or a requirement--an orientation or "student success" course.

*Examples of Summer Bridge Programs*

The **University of Illinois at Chicago's** Summer Bridge program serves about 100 primarily Latino and African-American students each summer. During the six-week program, students take regular math and English courses, as well as extensive academic skills courses. Longer and more intensive than the Orientation program, Summer Bridge enables the participants to become totally familiar with the campus and the many resources of the University, and it affords them the chance to get a head start on some of the basic courses they will need for a degree. Successful completion of the composition course leads to credit for English 160, the first required freshman writing course, and successful completion of the math component permits students to retake the math placement examination for possible placement in a more advanced math course. The academic skills courses teach students a wide variety of skills, including study skills, time-management skills, vocabulary development, test taking, note taking, and other aids that will contribute to a successful college experience. During the six weeks, students also learn to build their own networks and to form study groups. An employment component providing participants with on-campus jobs for four hours per day. To sustain these relationships, the program staff makes certain that these students are placed in the same course sections for the first semester.

**Northeastern Illinois University's** Summer Transition Program provides a bridge between high school and the university for academically at risk fall admits. This comprehensive eight-week program provides academic skill development and counseling in order to increase the students' chances for success. In summer 1992, 12 Asian, 30 black, 25 Hispanic, and 10 white students participated. Although the STP students had an ACT composite of 15.03, compared to 17.2 for all freshmen entering in fall 1992, as a result of the program, the STP students earned 5.6 credit hours with a 2.53 GPA compared to all entering freshmen who earned a 2.5 GPA in fall 1992. The strengths of the Summer Transition Program are a faculty and staff who demonstrate their commitment to and support of student development. The courses are taught following a tandem model wherein two instructors, one teaching in the content area and one teaching basic skills, collaborate closely in courses that complement one another. Student-faculty-staff bonding has resulted in an enhanced perception of the university.

At the **University of Illinois at Urbana-Champaign**, 50 students in the Transition Program each year are required to participate in a six-week, on-campus residential summer session prior to the fall semester of their freshman year. The summer program engages students in intensive coursework in mathematics, composition, and basic skills development, and participants are provided a variety of cultural enrichment activities, as well as orientation to university resources, support services, and campus living. Each Bridge participant must successfully complete all coursework with C or better before gaining admission for the fall semester. The Bridge experience offers students an invaluable opportunity to get a head start on their undergraduate education and to make important adjustments to the multiple demands of college life. Those students who have completed the Summer Bridge experience affectionately refer to it as "Boot Camp." While the demands are rigorous, each student learns the difference between "getting by" and "getting ahead." The Summer Bridge Experience is provided at no cost to the students, and each participant, except intercollegiate athletes, receives a modest weekly allowance.

The **University of Illinois at Urbana-Champaign's** two-week Pre-calculus Summer Camp helps entering students improve their background in mathematics so it will not be necessary to enroll in algebra and trigonometry courses prior to taking calculus. The program begins with diagnostic tests that identify individual strengths and weaknesses in algebra and trigonometry. The results of the tests are important in planning the study program for each participant. Instruction is offered in small groups using both lecture and tutorial formats. Workbook-style text materials and tests are used to help the student and the instructional staff in assessing progress. The instructional setting is informal and flexible, and students are encouraged to ask questions and seek extra help when needed. Three exams are given during the camp and the instructors' evaluation of each students' progress determines fall course placement. Scheduled lectures and tutorial sessions occupy approximately six hours of each day, with individual tutoring available in the residence hall during the evening. In summer 1992, 72 students participated in the camp, after which 40 percent placed into beginning calculus and 40 percent gained a waiver of the first semester of calculus. Over the past several years, on average, over 70 percent of the camp participants have gained placement into beginning calculus or beyond. The total cost to the student for lodging, meals, text materials, and instruction for the camp is $320.

In addition to orientation programs for all new students, eight public universities and three community colleges offer one or more special transition programs during the summer between high school and college for at-risk freshmen. In general, summer bridge programs permit academically underprepared students to remediate deficiencies, begin critical freshman courses in math or English,

and become acclimated to the campus within a small, mutually supportive group. Descriptions of several summer bridge programs were provided on the previous page.

Entry Assessment and Remediation

The Board of Higher Education's policies on undergraduate education indicate that colleges and universities should identify the academic needs of all admitted students through institutionally established assessment programs. In addition, although the public community colleges have the primary responsibility for providing remedial programs in Illinois, the policies on undergraduate education affirm that all colleges and universities have an obligation to provide admitted students any remedial coursework or other academic support services needed "to maximize the opportunity for all students to succeed." All public universities and community colleges have adopted processes to assess the basic skills of reading, writing, and math of at least some portion of entering freshmen, and all public institutions provide some form of remedial or other support to help students succeed. Tables B-5 and B-6 in Appendix B present elements of the public university and community college basic skills assessment programs, respectively, including the types of tests used, results of testing, and remedial courses offered.

As Table B-5 shows, five public universities assess the skills of all entering students, freshmen and transfers, while two assess only freshmen and three assess only selected freshmen. All universities assess writing skills, nine of the ten assess math skills, and five assess reading skills. By far the most common method of assessing writing skills is to require students to write an essay. About half the universities assess math skills through institutionally developed tests and half through commercial standardized tests. Those who assess reading skills use either the Nelson-Denny Reading Comprehension Test or the Iowa Silent Reading Test. In addition, two universities assess listening skills, one university assesses speaking skills, and two universities assess students' knowledge in chemistry and in a foreign language for course placement when the student's selected major requires these subjects.

As Table B-6 shows, due to their much higher proportions of part-time students and due especially to the large number of students who plan to register for only one course, most community colleges assess only entering full-time students and any student who intends to register for an English or math course. The majority of community colleges adopted one of several commercial batteries of basic skills tests: the *ASSET* test series developed by ACT, the *Multiple Assessment and Placement Service (MAPS)* program developed for the College Board, or the new computerized placement testing service, *AccuPlacer*, also developed for the College Board. Twelve community colleges use an essay, either alone or in addition to other assessment, for placement in writing courses, and nine community colleges use the *Mathematics Placement Exam* developed by ACT in conjunction with the Illinois Mathematics Association of Community Colleges and the Illinois Section of the Mathematical Association of America.

Tables B-5 and B-6 also indicate the proportion of entering students placed into different levels of remedial courses as a result of each institution's entry assessment process. Within most public universities and community colleges, a higher proportion of the assessed entering students are placed into remedial math courses than are placed into remedial writing or reading courses. In part, the higher proportion of entering students requiring remediation in math may be a direct result of the high school course admission requirements that defined college-level math as beyond the second year of high school algebra. In addition, although the proportion of students placing into remedial courses differs widely from one institution to another, in general it appears that more students entering community colleges need remediation in one or more subjects than do entering public university freshmen.

Table 6 shows trends in the number of remedial credit hours generated at public community colleges, the state's primary providers of remediation, from fiscal year 1986 through fiscal year 1993. The table shows that the total number of remedial credit hours generated increased by 33 percent in this eight-year period. The highest growth was in remedial math credit hours at 57 percent, affirming that higher proportions of students enter community colleges underprepared in math. Part of this increase is due to a recent re-classification of both geometry and intermediate algebra as remedial math courses. In addition, studies have indicated that both math and writing skills deteriorate over time if not used regularly. With their higher proportion of adult students returning to school after an absence, many of whom may not have taken appropriate math courses in high school or may not have used their math skills in the interim, it is not surprising that a high proportion of entering community college students need remediation in math. Excerpts below from the 1993 undergraduate review reports describe the comprehensive reading program at Rock Valley College and illustrate the challenge community colleges face in serving large numbers of underprepared students.

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All entering first-time students at **Rock Valley College** are assessed by two instruments: the *Nelson-Denny* for preliminary assessment and the *Degrees of Reading Power* for specific course placement. Students needing reading improvement place into one of three sequential course levels through which they progress before being allowed unrestricted registration. Each course is based on college-level course demands including text reading, notetaking, test application, and critical thinking strategies. The lowest level course uses a grade school world history text, the middle level course uses a high school psychology text, and the highest level course selects chapters from six to seven different texts currently used in college level courses. The reading teachers model a menu of study strategies that the students practice and apply to content material. In addition to performance-based instruction, the course enhances study behavior and commitment to goals; for example, time management is encouraged by a strict absence policy. Students who successfully complete the reading program are tracked into college-level courses and their grade point averages, pass/fail rates, and hours attempted/earned are compared to students who possessed adequate reading skills at entry. Seven years of data show that students entering with reading scores six grade levels below prepared students have competitive GPAs and pass rates after completing the reading program.

For **Lewis and Clark Community College**, a major challenge to institutional effectiveness is the underpreparedness of the majority of new learners who enter college without the basic skills needed for college-level work. Beginning spring 1993, the college piloted developmental writing, reading, and speech in one integrated course. It is hypothesized that new instructional strategies and a concentrated delivery of instruction will speed the rate of remediation, thus shortening the time that underprepared students spend in developmental courses. Methods for shortening the period of remediation in mathematics must also be found. However, services and developmental courses for at-risk, underprepared students are costly, and the rate of state funding for such courses is low. The college constantly seeks funds for student support services and to develop and implement innovations in instruction. Although the college has initiated several programs that have improved its responsiveness in the past few years, the challenge remains.

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## Student Support Services

In addition to providing remedial coursework, all public universities and community colleges also provide other academic support services to assist students to be successful in their academic work. Tables B-7 and B-8 in Appendix B list the types of programs and services offered by public universities and community colleges, respectively, beyond the standard services of academic advising, personal and career counseling, and student organizations that are offered by all colleges and universities.

The tables show that nearly all colleges and universities operate tutoring programs, often in a wide-range of subjects, and one or more open labs in which any enrolled student can receive assistance

Table 6

**TRENDS IN REMEDIATION IN ILLINOIS PUBLIC COMMUNITY COLLEGES: CREDIT HOURS GENERATED BY SUBJECT AREA**

| | FY1986 | FY1987 | FY1988 | FY1989 | FY1990 | FY1991 | FY1992 | FY1993 | Percent Change |
|---|---|---|---|---|---|---|---|---|---|
| Reading | 51,213 | 54,407 | 47,809 | 49,410 | 64,437 | 69,394 | 70,095 | 63,557 | 24.1 % |
| Writing | 86,932 | 90,402 | 83,587 | 85,204 | 105,665 | 110,647 | 111,357 | 97,202 | 11.8 |
| Mathematics | 96,611 | 104,097 | 97,827 | 94,711 | 116,700 | 130,756 | 145,350 | 152,062 | 57.4 |
| Total Remedial Credit Hours | 234,756 | 248,906 | 229,223 | 229,325 | 286,802 | 310,797 | 326,802 | 312,821 | 33.3 % |
| Full-time Equivalent Students | 7,825 | 8,297 | 7,641 | 7,644 | 9,560 | 10,360 | 10,893 | 10,427 | 33.2 |

Source: Illinois Community College Board Unit Cost Studies

in reading, writing, or math. Among public universities, these services tend to be decentralized and separate; that is, the math department operates the math lab, the English department the writing skills center, and individual colleges or departments provide tutoring services. Among community colleges, these services are often centralized within a single facility. In both community colleges and universities, assistance is provided by both professionals and by supervised and trained students who serve as "peer tutors." In many institutions, computer-aided instruction is also available. A recent innovation is to provide students support by targeting "high risk" courses (e.g., calculus, accounting, and beginning science and engineering courses) rather than "at risk" students for assistance. Support is then provided through either scheduled supplemental instruction or formalized study groups.

Although colleges and universities are making tutoring and open labs available to students, have initiated supplemental instruction programs, and organize class or subject study groups, many students who could benefit from these services fail to take advantage of the opportunity. To further assist in identifying students who need additional assistance, several colleges and universities have established formal Early Warning Systems. The description below illustrates how such systems work.

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*Example of an Early Warning System*

**Harry S Truman College's** Early Warning System provides students with advanced notice of six "red flag" indicators of potentially poor academic performance: attendance, class participation, assignments, quiz results, lab performance, and language proficiency. Students are sent instructor evaluations in the 6th or 7th week of class: two weeks before mid-term examinations. In addition to listing the student's classes and the potential problem(s), the letter directs the student to the Special Needs Office where trained staff are prepared to provide assistance. The process is repeated again in the 12th week in order to notify students of potentially poor academic performance prior to final exams. Students are tracked to determine if they respond to the letter(s), take advantage of prescribed student support systems, and receive passing grades. During the past year, 34 percent of the students received warning letters in February 1993. By the second pass in March, the percentage of students receiving letters declined to 23 percent. Final grades for all course completers who had received warning letters reveal that 77 percent passed their courses, with 54 percent earning grades of C or above. Of those who failed, fully 20 percent did not take advantage of the system, neither contacting the Special Needs Office nor using the support services. These preliminary results indicate that, when "at-risk" students take advantage of the college's extensive array of supplemental support services, they can achieve academic success.

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A number of colleges and universities also provide specialized support services for different student clienteles. For example, Proyecto Pa'Lante at Northeastern Illinois University, the Latino Service Center at Olive-Harvey College, and the Bilingual Assistance Center at Harry S Truman College provide special support services for Spanish-speaking students. University Resources for Women at Northern Illinois University and the Women's Resource Center at Richard J. Daley College provide special services for older women returning to college, and the Center for Students with Disabilities at William Rainey Harper College provides assistive services to students with disabilities. The colleges of engineering at both campuses of Southern Illinois University and at the University of Illinois at Chicago provide special academic support services for minority students enrolled in engineering.

Examples of the variety of student support programs offered by public universities and community colleges are provided on the next page. As several of the examples illustrate, many support programs are designed to assist students in adjusting to the rigors of academic work during the critical freshman year.

**Illinois State University's** Supplemental Instruction (SI) program aids the retention of at-risk students by targeting high-risk courses. The program employs students who have done well in a particular course as an SI leader for that course. To qualify as an SI leader, a student must have received an A or B in the targeted course taken from the instructor teaching the targeted section and must have an overall GPA of 3.0 or better on a 4.0 scale. SI leaders attend class, take notes, and read all materials. Leaders then hold out-of-class meetings three times per week. In SI sessions, leaders do not reteach the material, but rather review notes and concepts as they would in their own studying, organizing ideas for ease of comprehension. With the participants, they work out quizzes of the sort they would give themselves before a test and discuss ways to prepare for an exam. Thus, SI leaders model the behavior of a successful student in the subject for students currently enrolled in the course.

At the **University of Illinois at Chicago**, supplemental instruction is the Minority Engineering Recruitment and Retention Program's most crucial retention effort, with sessions offered throughout the year in mathematics, physics, chemistry, and in some engineering courses that have high rates of attrition. During SI sessions, students work together and assist each other to master course concepts. The SI strategy of concentrating on the crucial first two years has been successful. Students who regularly attend SI classes have earned GPAs significantly higher (0.94 for fall 1991) than those not attending. Of the 120 students currently on some form of probation, 85 took classes where SI was offered, but only four attended in a regular fashion and only 12 with some consistency.

**Southern Illinois University at Edwardsville's** School of Business operates a tutoring program and organizes student study groups. The major strengths of the tutoring program are the number and flexibility in hours, the breadth and depth of courses for which tutors are trained, and the familiarity of the tutors with classroom material. The principal weaknesses are turnover among tutors, most of whom are seniors, and convincing those who could benefit to seek help. In spite of efforts by instructors, the school has difficulty getting those who are earning grades below C to use the services and to do so early in the term before problems have accumulated--it is difficult to help a D-average student who sees a tutor a day or two before the final examination. The principal strength of the study groups are the mutual support and learning that takes place. Groups tend to persist beyond their original purpose and to include material beyond the focus course. An important outcome is the increase in student enthusiasm and persistence, resulting in a measurable improvement in student performance for participants compared with non-participants. Nevertheless, the students most in need of support are the least likely to participate.

**Northeastern Illinois University's** Writing Lab is staffed by a full-time director, two full-time tutors, and 14 trained part-time graduate assistants. Tutoring is available to any student who wants help with writing. Individual sessions (1,666) were scheduled for 311 students in the 1992-93 academic year. Non-native speakers of English represent 62 percent of the students served. Of the 52 students who were recommended for tutoring after failing the English Competence Exam, 91 percent passed the next time they took the test. A full-time tutor is available to serve evening students, and the Lab installed a FAX machine which allows the staff to hold phone conferences with students who cannot come to the lab.

The strengths of **Black Hawk College's** tutoring and skill labs lie in the screening and training of the tutors and the accessibility of the services. Tutors must earn at least a B or better in their courses, be recommended by their instructor, pass the screening interview with the coordinator and complete a two-day training session, accredited by the College Reading and Learning Association. All tutors go through this rigorous screening and training whether the tutor works one-on-one with a long-term client or with walk-ins in the skills labs. Writing lab tutors also receive additional training in composition skills.

**Western Illinois University's** Community Connection Program establishes connections between African American students and African American families in the community in order to enlarge the number of minority resource persons and supplement the efforts of campus personnel at a predominantly white institution. Families serve as hosts, friends, and mentors for students; students, in turn, serve as friends and role models for minority children in Macomb. Although the program was designed to serve university students, its value as an early outreach partnership with young minority students is equally important.

## Public University Freshman Performance

As a result of the Board's policies on improving undergraduate education, the ten public universities that admit freshmen designed and implemented a system for reporting to high schools the freshman achievement of their recent high school graduates. This High School Feedback System includes the ACT composite score, high school percentile rank, and the self-reported number of years of English, math, and science completed in high school for each entering freshman, as well as each freshman's English, math, and science course placement and grades earned in these subjects during the freshman year.

Table 7 shows the college course placement level in English, math, and science for public university freshmen in academic years 1991-92 and 1992-93 who completed the required number of years in each subject in high school compared to those who did not. The table shows that those who did not complete the required number of years were more likely to place into a remedial course in the subject and were less likely to place into advanced courses in the subject than were those freshmen who completed the core in high school. In addition, a higher proportion of freshmen who did not complete three years of math and a higher proportion of those who did not complete three years of science in high school did not register for math or science their freshman year, suggesting they may be avoiding taking courses in these subjects.

Table 8 compares freshman achievement as measured by course completion and grades earned in English, math, and science courses by whether or not a student completed the required number of years of the subject in high school. The table shows that those freshmen who completed the required number of years in high school were more likely to satisfactorily complete their first course in the subject and were especially more likely to earn As and Bs in it than were students who did not complete the required number of years in high school.

A small percentage of freshmen were included in Table 8 as having earned a grade of "satisfactory/other" who had been included in Table 7 as "not enrolled" in the subject, as the footnotes to Table 8 indicate. These students, who had completed the required number of courses in high school, received "satisfactory completion" credit from the university for an English, math, or science course through competency testing or other means without having to enroll in the course at the university.

Tables B-9, B-10, and B-11 in Appendix B provide greater detail on the relationship among high school course patterns, level of college freshman course enrollment, and grades earned in English, math, and science, respectively. These more detailed tables also show that higher proportions of those first-time freshmen who completed the required number of years of English, math, and science in high school not only completed each level of freshman course taken in these subjects satisfactorily but also that higher proportions earned As and Bs in them than did first-time freshmen who had not completed the required number of courses in high school.

## Conclusions

This report has examined statewide data and information provided by public universities and community colleges in their 1993 undergraduate education review reports on student access to and preparation for college, a transition point addressed in the Board of Higher Education's policies on admission and on improving undergraduate education. Underlying both the admission and the undergraduate education policies is the belief that in order to improve the quality of undergraduate education colleges and universities should: 1) establish high expectations or standards for student learning at entry to, during, and at graduation from college, 2) clearly articulate these expectations to students, parents, and the public, 3) assist students in reaching these standards, and 4) establish processes for monitoring student progress in achieving them and for reviewing and revising expectations and services as needed. Table 9 presents in matrix form illustrative college and university

Table 7

## ILLINOIS PUBLIC UNIVERSITY FIRST-TIME FRESHMAN[1] COURSE ENROLLMENT LEVEL BY HIGH SCHOOL COURSE PATTERNS

| | Took 4 Years of High School English | | Less Than 4 Years of High School English | |
|---|---|---|---|---|
| Course Level | N | % | N | % |
| Remedial | 2,079 | 6.0 | 388 | 9.4 |
| Freshman | 28,205 | 81.4 | 3,249 | 78.7 |
| Advanced | 1,310 | 3.8 | 120 | 2.9 |
| Not Enrolled | 3,053 | 8.8 | 370 | 9.0 |
| Total | 34,647 | 100.0 % | 4,127 | 100.0 % |

| | Took 3 Years of High School Mathematics | | Less Than 3 Years of High School Mathematics | |
|---|---|---|---|---|
| | N | % | N | % |
| Remedial | 4,531 | 14.0 | 1,120 | 25.1 |
| Freshman | 17,723 | 54.7 | 1,971 | 44.1 |
| Advanced | 4,933 | 15.2 | 271 | 6.1 |
| Not Enrolled | 5,239 | 16.2 | 1,109 | 24.8 |
| Total | 32,426 | 100.0 % | 4,471 | 100.0 % |

| | Took 3 Years of High School Science | | Less Than 3 Years of High School Science | |
|---|---|---|---|---|
| | N | % | N | % |
| Freshman | 17,871 | 72.3 | 5,735 | 68.7 |
| Advanced | 1,225 | 5.0 | 522 | 6.3 |
| Not Enrolled | 5,623 | 22.7 | 2,093 | 25.1 |
| Total | 24,719 | 100.0 % | 8,350 | 100.0 % |

[1] Based on first-time freshmen enrolling at public universities in academic years 1991-92 and 1992-93.

Source: Public Universities' High School Feedback System

Table 8

## ILLINOIS PUBLIC UNIVERSITY FIRST-TIME FRESHMAN[1] ACHIEVEMENT IN ENGLISH, MATHEMATICS, AND SCIENCE BY HIGH SCHOOL COURSE PATTERNS

| | Took 4 Years of High School English | | Less Than 4 Years of High School English | |
|---|---|---|---|---|
| Course Grade | N | % | N | % |
| A or B | 19,412 | 56.0 | 1,774 | 43.0 |
| Satisfactory/Other | 10,760 [2] | 31.1 | 1,595 | 38.6 |
| Unsatisfactory | 2,048 | 5.9 | 388 | 9.4 |
| Not Enrolled | 2,427 | 7.0 | 370 | 9.0 |
| Total | 34,647 | 100.0 % | 4,127 | 100.0 % |

| | Took 3 Years of High School Mathematics | | Less Than 3 Years of High School Mathematics | |
|---|---|---|---|---|
| | N | % | N | % |
| A or B | 10,352 | 31.9 | 837 | 18.7 |
| Satisfactory/Other | 11,964 [3] | 36.9 | 1,729 | 38.7 |
| Unsatisfactory | 5,498 | 17.0 | 796 | 17.8 |
| Not Enrolled | 4,612 | 14.2 | 1,109 | 24.8 |
| Total | 32,426 | 100.0 % | 4,471 | 100.0 % |

| | Took 3 Years of High School Science | | Less Than 3 Years of High School Science | |
|---|---|---|---|---|
| | N | % | N | % |
| A or B | 8,032 | 32.5 | 1,983 | 23.7 |
| Satisfactory/Other | 8,579 [4] | 34.7 | 2,837 | 34.0 |
| Unsatisfactory | 3,495 | 14.1 | 1,437 | 17.2 |
| Not Enrolled | 4,613 | 18.7 | 2,093 | 25.1 |
| Total | 24,719 | 100.0 % | 8,350 | 100.0 % |

[1] Based on first-time freshmen enrolling at public universities in academic years 1991-92 and 1992-93.

[2] Includes 626 students who did not enroll for an English course but received a grade of "other".

[3] Includes 627 students who did not enroll for a mathematics course but received a grade of "other".

[4] Includes 1,010 students who did not enroll for a science course but received a grade of "other".

Source: Public Universities' High School Feedback System

**Table 9**

**EFFORTS TO IMPROVE THE QUALITY OF UNDERGRADUATE EDUCATION**

| | Before Entry | During the Undergraduate Experience | At Graduation |
|---|---|---|---|
| **Establish Standards and Expectations** | Institution and program admission requirements | Evaluation methods and grading standards in general education and major courses<br>Institutional policies on Satisfactory Student Progress | Graduation requirements in:<br>• General education<br>• Baccalaureate–level skills<br>• Program major<br>• Minimum credits, grade point average and residency |
| **Publicize Standards and Expectations** | *Learning Outcomes for College–Bound Students*<br>Dissemination of public university and community college Fall 1993 admission requirements to high school principals<br>College and university catalogs, admission brochures, and application forms<br>College and university admission counselors working with high school counselors<br>College Nights and College Fairs | New–student orientation programs<br>Academic advising<br>Course syllabi | College and university catalogs and academic program brochures |
| **Assist Students and Schools in Meeting Standards** | School–College Partnerships<br>Early outreach programs for at–risk and advanced students<br>Summer bridge or transition programs<br>Teacher preparation and in–service training<br>High School Feedback System reports | Academic advising<br>Honors Programs<br>Provide guidance or assistance through:<br>• Skills labs and tutoring programs<br>• Mentoring programs<br>• Supplemental sections in gate courses<br>• Workshops on study skills, note and test taking, and time management<br>• Career exploration and planning | Degree requirements audits for graduation |
| **Assess and Monitor Student and Institution Performance** | Admission: Combination of high school grade point average, percentile class rank, entrance exam scores (ACT/SAT), narrative evaluations (student essay and teacher/school recommendations), and courses satisfactorily completed in high school English, math, science, social studies, and other areas to predict success in freshman year<br>Course placement: Assess basic skills in reading, writing, and math to determine appropriate course registration<br>High School Feedback System | Assess achievement of baccalaureate skills and of objectives for general education<br>Monitor grades and grade distributions<br>Monitor student retention<br>Reviews of academic programs (majors)<br>Reviews of undergraduate education<br>Course and instructor evaluations by students | Assess achievement of baccalaureate skills and of objectives for general education and in the major<br>Monitor student retention to graduation and time to degree completion<br>Follow–up studies of employment, further education, and satisfaction of graduates one, five, and ten years after graduation |

actions to improve the quality of undergraduate education in these four areas at three times during the undergraduate experience. The information on student preparation for college and freshman achievement in college presented in this report supports continuing this four-part course of action.

First, the data presented on the relationship between completion of a core college-preparatory curriculum in high school and scores on college entrance examinations and on the relationship between completion of a core college-preparatory curriculum and achievement in freshman English, math, and science courses reinforce the Board of Higher Education's policy establishing high school course requirements for college admission. Specific findings include:

- In 1993, as in previous years, students who completed the required units of a subject in high school scored, on average, three points higher on the ACT subtest in the subject. In addition, the average ACT composite score for students in each racial/ethnic group who completed the core college-preparatory curriculum exceeded the average score of those who did not.

- Information from several sources suggests that more Illinois high school students are completing a core college-preparatory curriculum now than did so six or more years ago.

- Public university first-time freshmen who completed the required high school courses in English, math, and science were more likely to be placed into advanced courses in the subject in their freshman year and were more likely to complete their freshman courses with As and Bs than were first-time freshmen who did not complete the required courses in high school.

Second, the information presented also points out the need for further efforts to communicate expectations to prospective college students and to work with teachers, counselors, parents, and community groups to improve student preparation, actions that were recommended in the Board's policies on undergraduate education. At the state level, the Board's staff should continue to work with the State Board of Education staff and with colleges and universities to clarify differences between the learning outcomes necessary for high school graduation and the level of knowledge and skills expected of students for college admission. While the admission requirements initially state the number of units (or years) of a subject students are expected to complete in high school, each requirement also indicates the content knowledge and skills expected. The specific requirements adopted by individual colleges and universities describe these expectations in even greater detail. Although a Joint Task Force of college and university admissions officers and registrars and high school administrators was established last fall to begin to address this issue, additional efforts are needed.

The contrast between the high average scores of a few Illinois students on the Achievement and AP exams in advanced math, on the one hand, and the high proportion of entering college students whose assessment scores place them into remedial math, on the other, suggests also that the elementary and secondary mathematics curriculum and instruction need to be strengthened. The National Council of Teachers of Mathematics' *Curriculum and Evaluation Standards for School Mathematics* and *Professional Standards for Teaching Mathematics* should be implemented statewide to assure that all students understand fundamental math concepts and can apply them in solving problems. Better coordination is also needed at both the state level and between colleges and schools in articulating course content and learning expectations in the establishment of tech-prep programs and in providing teacher in-service training programs, especially in math.

The sheer number and variety of college and university outreach efforts suggests that institutions may need to examine these efforts to assure that they are coordinated facets of a comprehensive system designed to improve the academic achievement of entering students from differing groups to equally high standards and that, together, they are cost-effective in accomplishing this goal.

Third, the public university and community college undergraduate education review reports described various ways in which new students are oriented to the institution's academic expectations and standards, as well as a variety of programs for assisting students to adjust to college-level expectations and to achieve academic success especially in the freshman year. Many of these programs have operated for many years, while others--such as supplemental instruction and organized study groups--are recent innovations that hold promise for meeting the needs of more students more cost effectively. Although preliminary institutional program evaluations suggest they may be effective in the long term, too many students who could benefit do not make use of the services available. Better methods are needed to motivate students to invest time and energy in their education.

Fourth, the public universities' High School Feedback System, created in response to the Board's policies on improving undergraduate education, has become a valuable tool for both the universities and the Board in analyzing trends in high school preparation and college freshman performance over time for program reviews. The usefulness of the individual reports to the high schools in improving their college-preparatory programs would be enhanced by incorporating the information into the schools' quality review and improvement plans.

Finally, the information presented in this report indicates that the Board of Higher Education's policies on admission and the specific policies on student preparation, access, and retention within the policies on improving undergraduate education are still appropriate in providing a framework for improving student preparation for and access to higher education. At the same time, however, further cooperation between the Board of Higher Education and the State Board of Education, at the state level, and between schools and colleges and universities is needed to continue to improve the preparation of Illinois students for college entrance and success.

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## APPENDIX A

### BOARD OF HIGHER EDUCATION
### ADMISSION REQUIREMENTS
(Text of Public Act 86-0954)

Commencing in the fall of 1993, no new student shall then or thereafter be admitted to instruction in any of the departments or colleges of [the university] unless such student also has satisfactorily completed:

a. at least 15 units of high school coursework from the following 5 categories: 4 years of English (emphasizing written and oral communications and literature); 3 years of social studies (emphasizing history and government); 3 years of mathematics (introductory through advanced algebra, geometry, trigonometry, or fundamentals of computer programming); 3 years of science (laboratory sciences); and 2 years of electives in foreign language, music, vocational education, or art;

b. except that institutions may admit individual applicants if the institution determines through assessment or through evaluation based on learning outcomes of coursework taken, including vocational education courses, that the applicant demonstrates knowledge and skills substantially equivalent to the knowledge and skills expected to be acquired in the high school courses required for admission. Institutions may also admit 1) applicants who did not have an opportunity to complete the minimum college-preparatory curriculum in high school and 2) educationally disadvantaged applicants who are admitted to the formal organized special assistance programs that are tailored to the needs of such students, providing that in either case, the institution incorporates in the applicant's baccalaureate curriculum courses or other academic activities that compensate for course deficiencies; and

c. except that up to 3 of the 15 units of coursework required by paragraph (a) of this subsection may be distributed by deducting no more than one unit each from the categories of social studies, mathematics, sciences, and electives and completing those 3 units in any of the 5 categories of coursework described in paragraph (a).

### BOARD OF HIGHER EDUCATION
### POLICIES ON STUDENT PREPARATION, ACCESS, AND RETENTION
Adopted September 1990

Colleges and universities shall assist in improving the preparation of students by informing potential students, parents, and schools of expectations for adequate academic preparation and by assisting schools in strengthening the preparation of high school students.

Each college and university shall establish specific criteria for admission to baccalaureate and baccalaureate-transfer programs of applicants who do not meet the institution's requirements for regular admission.

In the development of policies and procedures for admission of students who do not meet their requirements for regular admission, colleges and universities should provide opportunities to applicants who did not have an opportunity to complete a college-preparatory curriculum in high school and to educationally disadvantaged applicants who are admitted to formally organized special assistance programs tailored to meeting their needs.

Colleges and universities should assure that the academic, social, and financial support services needed to maximize the opportunity for all students to succeed are provided throughout the college experience and should assure that students receive regular academic advising.

Colleges and universities should treat participants in intercollegiate athletics similarly to other undergraduate students. Intercollegiate athletes should be recruited and admitted to academic programs in which they can be expected to succeed and should have regular access to classroom instruction, advising, academic services, and student life programs. Their academic progress and graduation pace and rate should be comparable to that of other undergraduates in the same academic programs. Colleges and universities should make available to students being recruited for athletic participation information on the progress, retention, and completion of cohorts of student athletes.

Colleges and universities should assure that the academic needs of all admitted students are identified through institutionally established assessment programs. Although community colleges should continue to play a leading role in remedial education, all colleges and universities should provide admitted students needed remedial coursework as identified through the institutional assessment process. Universities are encouraged to establish cooperative arrangements with community colleges to provide remedial coursework to university students with deficiencies in writing, reading, and mathematical skills.

Remediation at the postsecondary level is coursework that is designed to correct skills deficiencies in writing, reading, and mathematics that are essential for college study. No credit toward degree completion shall be granted for remedial coursework.

Colleges and universities should provide recognition and development programs for faculty members involved in remedial programs and academic support services and should encourage the application of new technologies and research in learning and skill development that enhance work in these areas.

The statewide system for providing high schools information on the academic progress of undergraduate students shall be continued by the Illinois Board of Higher Education in cooperation with colleges and universities. This information system will be used to inform high schools of the progress and achievement of recent high school graduates in college and will provide the basis for cooperative efforts between schools and colleges and universities to strengthen the preparation of students.

## APPENDIX B

## DETAILED TABLES


Table B-1 High School Courses Required for Public University Freshman Admission, Fall 1993
Table B-2 High School Courses Required for Community College Freshman Admission, Fall 1993

Table B-3 Public University Freshman Orientation
Table B-4 Community College Freshman Orientation

Table B-5 Public University Assessment of Basic Skills of Entering Students
Table B-6 Community College Assessment of Basic Skills of Entering Students

Table B-7 Public University Academic Support Services
Table B-8 Community College Academic Support Services

Table B-9 First-Time Freshman English Course Enrollment and Achievement at Illinois Public Universities
Table B-10 First-Time Freshman Mathematics Course Enrollment and Achievement at Illinois Public Universities
Table B-11 First-Time Freshman Science Course Enrollment and Achievement at Illinois Public Universities

**Table B-1**

**HIGH SCHOOL COURSES REQUIRED FOR PUBLIC UNIVERSITY FRESHMAN ADMISSION, FALL 1993**

| | English | Mathematics | Social Studies | Laboratory Science | Other | Electives & Redistribution[1] | Total Units |
|---|---|---|---|---|---|---|---|
| Chicago State University | 4 | 3 | 3 | 3 | | 2 | 15 |
| Eastern Illinois University | 4 | 3 | 3 Including 1 year of U.S. History or government | 3 | | 2 | 15 |
| Northeastern Illinois University | 4 | 3 | 3 | 3 | | 2 | 15 |
| Western Illinois University | 4 | 3 | 3 | 3 | | 2 | 15 |
| Illinois State University | 4 | 3 Algebra I, geometry, and algebra II/trigonometry | 2 | 2 Selected from biology, chemistry, & physics | 2 Single foreign language OR fine arts | 2 | 15 |
| Northern Illinois University | 4 | 2 Introductory algebra & plane geometry or advanced algebra | 2 Including 1 year of U.S. History or U.S. History/Government combination | 2 | 1 Foreign language, art, or music | 4 | 15 |
| Southern Illinois University at Carbondale | 4 | 3 (3.5 for engineering programs) | 3 | 3 | | 2 | 15 (15.5) |
| Southern Illinois University at Edwardsville | 4 | 3 Introductory algebra, geometry, half year of advanced algebra & half year of advanced math or fundamentals of computer programming | 3 Including 2 years of history and/or government | 3 One year biology, one year chemistry, and one year from earth science, physics, biology, or chemistry | | 2 | 15 |
| University of Illinois at Chicago | | | | | | | |
| Pattern 1 | 4 | 2 Algebra and geometry | 2 Including 1 year of American History | 2 | 2 | 4 | 16 |
| Pattern 2 | 4 | 3.5 Algebra (2 years), geometry, and half year trigonometry | 2 Including 1 year of American History | 2 | 2 | 2.5 | 16 |
| University of Illinois at Urbana-Champaign | 4 | 3 Algebra, geometry, advanced algebra, trigonometry (3.5 for commerce/business administration, engineering, science, and architecture curricula) | 2 History and government preferred | 2 | 2 Single foreign language | 2 | 15 (15.5) |

Note: Modifiers are listed only if substantially different from those in Public Act 86-0954.

[1] Redistribution refers to the clause in Public Act 86-0954 that permits subtraction of one unit from math, science, social studies, or electives and adding to another of these categories.

Source: Public University Undergraduate Education Review Reports, July 1993



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Table B-2

## HIGH SCHOOL COURSES REQUIRED FOR ADMISSION TO PUBLIC COMMUNITY COLLEGE AA AND AS DEGREE PROGRAMS, FALL 1993

| | English | | Mathematics | | Social Studies | Science | | Electives | Redistribution | Total Units |
|---|---|---|---|---|---|---|---|---|---|---|
| Belleville Area College | 4 | 2 | Geometry plus one year beyond | 3 | | 3 | 1 | | 2 | 15 |
| Black Hawk College | 4 | 3 | | 3 | | 3 | 2 | | | 15 |
| City Colleges of Chicago | | | | | | | | | | |
| Richard J. Daley College | 4 | 3 | | 3 | | 3 | 2 | | | 15 |
| Kennedy–King College | 4 | 3 | | 3 | | 3 | 2 | | | 15 |
| Malcolm X College | 4 | 3 | | 3 | | 3 | 2 | | | 15 |
| Olive–Harvey College | 4 | 3 | | 3 | | 3 | 2 | | | 15 |
| Harry S Truman College | 4 | 3 | | 3 | | 3 | 2 | | | 15 |
| Harold Washington College | 4 | 3 | | 3 | | 3 | 2 | | | 15 |
| Wilbur Wright College | 4 | 3 | | 3 | | 3 | 2 | | | 15 |
| Danville Area Comm. College | 4 | 3 | | 2 | | 2 | 2 | | 2 | 15 |
| College of DuPage | 4 | 3 | | 3 | | 3 | 2 | | | 15 |
| Elgin Community College | 4 | 3 | Geometry, intermediate algebra, & other advanced math or structured programming language | 3 | | 3 | 2 | | | 15 |
| Wm Rainey Harper College | 4 | 2 | | 2 | | 2 | 1 | | 4 | 15 |
| Heartland Community College | 4 | 3 | | 3 | | 3 | 2 | | | 15 |
| Highland Community College | 4 | 3 | | 2 | | 2 | 4 | | | 15 |
| Illinois Central College | 4 | 3 | Algebra I, geometry, & algebra II/trig | 2 | | 2 | 2 | Single foreign language or fine arts | 2 | 15 |
| Illinois Eastern Comm. Colleges | | | | | | | | | | |
| Frontier Comm. College | 4 | 3 | | 3 | | 3 | 2 | | | 15 |
| Lincoln Trail College | 4 | 3 | | 3 | | 3 | 2 | | | 15 |
| Olney Central College | 4 | 3 | | 3 | | 3 | 2 | | | 15 |
| Wabash Valley College | 4 | 3 | | 3 | | 3 | 2 | | | 15 |
| Illinois Valley Comm. College | 4 | 3 | | 2 | | 2 | 2 | | 2 | 15 |
| Joliet Junior College | 4 | 3 | | 3 | | 3 | 2 | | | 15 |
| Kankakee Community College | 4 | 3 | | 2 | | 2 | 2 | | 2 | 15 |
| Kaskasia College | 4 | 3 | | 3 | | 3 | 2 | | | 15 |
| Kishwaukee College | 4 | 2 | | 2 | | 2 | 2 | | 3 | 15 |
| College of Lake County | 4 | 3 | | 3 | | 3 | 2 | | | 15 |
| Lake Land College | 4 | 3 | | 3 | | 3 | 2 | | | 15 |
| Lewis & Clark Comm. College | 4 | 3 | Algebra, geometry, advanced algebra | 3 | | 3 | 2 | | | 15 |
| Lincoln Land Comm. College | 4 | 3 | | 3 | | 3 | 2 | | | 15 |
| John A. Logan College | 4 | 3 | | 3 | | 3 | 2 | | | 15 |
| McHenry County College | 4 | 3 | | 3 | | 3 | 2 | | | 15 |
| Moraine Valley Comm. College | 4 | 2 | | 2 | Including 1 year U.S. History or U.S. History/Government | 2 | 2 | | 3 | 15 |
| Morton College | 4 | 2 | | 2 | | 2 | 2 | | 3 | 15 |
| Oakton Community College | 4 | 3 | | 3 | | 3 | 2 | | | 15 |
| Parkland College | 4 | 3 | Algebra I, geometry, & algebra II | 2 | History and/or government | 2 | 2 | | 2 | 15 |
| Prairie State College | 4 | 3 | Algebra I & II, geometry, & trig | 2 | History and government | 2 | 2 | | 2 | 15 |
| Rend Lake College | 4 | 3 | | 3 | | 3 | 2 | | | 15 |
| Richland Comm. College | 4 | 3 | | 3 | | 3 | 2 | | | 15 |
| Rock Valley Community College | 4 | 3 | Algebra I & II, geometry, & trig | 2 | History and government | 2 | 2 | | 2 | 15 |
| Carl Sandburg College | 4 | 3 | Algebra I, geometry, & algebra II | 2 | History and/or government | 2 | 2 | | 2 | 15 |
| Sauk Valley Community College | 4 | 3 | Algebra I, geometry, & algebra II/trig | 2 | | 2 | 1 | | 3 | 15 |
| Shawnee Community College | 4 | 3 | | 3 | | 3 | 2 | | | 15 |
| South Suburban College | 4 | 3 | One year geometry and two from Algebra I, Algebra II, and computer programming | 2 | | 2 | 2 | | 2 | 15 |
| Southeastern Illinois College | 4 | 3 | | 3 | | 3 | 2 | | | 15 |
| Spoon River College | 4 | 3 | Algebra I and beyond | 3 | Including 1 year American history and government | 3 | 2 | | | 15 |
| State Community College | 4 | 3 | | 3 | | 3 | 2 | | | 15 |
| Triton College | 4 | 3 | | 3 | | 3 | 3 | | | 15 |
| Waubonsee Community College | 4 | 3 | | 3 | | 3 | 2 | | | 15 |
| John Wood Comm. College | 4 | 3 | | 3 | | 3 | 2 | | | 15 |

* Modifiers are listed only if substantially different from those in Public Act 86-0954.



Source: Community College Undergraduate Education Review Reports, August 1993



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**Table B-3**

**PUBLIC UNIVERSITY FRESHMAN ORIENTATION**

| | Schedule & Duration | Orientation Course | Other Activities | Special Programs for At-Risk Freshmen |
|---|---|---|---|---|
| Chicago State University | Full Saturday prior to each semester | Freshman Seminar | Welcome Week | 6-week Summer Bridge Program (Summer 1993) |
| Eastern Illinois University | One day summer (includes registration)<br>(Two day option) | Freshman Seminar | Welcome Week | Minority Admission Program's<br>Big Brother/Sister Component |
| Northeastern Illinois University | One day summer<br>(Half day session for late admits) | | New Student Week | 8-week Summer Transition Program |
| Western Illinois University | Early Western Bound (one-day, senior year)<br>Chicago Western Bound<br>One day summer (includes registration) | | Two days Fall | |
| Illinois State University | Two day Summer Preview Program<br>(Mini-preview in fall) | | | Summer Opportunity for Freshmen (special admission) |
| Northern Illinois University | One day summer (includes registration)<br>Two days summer for alternate admissions<br>Five days for international students | University Experience<br>First-Year Workshop<br>Intro to Engineering | | |
| Southern Illinois University at Carbondale | Five days prior to beginning of fall term<br>(Three days spring term, two days summer) | Project AHEAD<br>Library Orientation<br>The New Student | | Project MAGIC, new student mentoring by faculty/staff<br>Project STEP, new student mentoring by peers<br>Minority Engineering Summer Bridge Program |
| Southern Illinois University at Edwardsville | Preentry placement testing<br>Preentry advising and registration<br>One day fall orientation | University 112 | | Project GAIN: Summer Bridge program in nursing |
| University of Illinois at Chicago | One day summer (includes registration)<br>(Two days planned for '94) | Freshman Seminar | | Educational Assistance Program, Latin American Recruitment and Educational Services Program, Native American Support Program, Hnors College, and Minority Engineering Recruitment and Retention Program offer added orientation to new students<br>Separate Summer Bridge programs for African American, Latino, and engineering students |
| University of Illinois at Urbana-Champaign | Two days summer (includes registration) | | | Office of Minority Student Affairs' additional day<br>Transition Program (Academic Year and Summer Bridge Components)<br>Pre-Calculus Summer Camp |

Source: Public University Reviews of Undergraduate Education, 1993

**Table B-4**

## COMMUNITY COLLEGE FRESHMAN ORIENTATION

| College | Nature of Orientation Program | Orientation Course | Special Programs |
|---|---|---|---|
| Belleville Area College | In conjunction with entry assessment | Being developed | 16 – hour Adults in Transition program<br>8 – hour Career Fitness program |
| Black Hawk College | In conjunction with entry assessment<br>Discussion & tours on Sunday before class starts<br>Separate sessions for parents/spouses | | Summer Bridges for at – risk students |
| City Colleges of Chicago<br>Richard J. Daley College | Summer Orientation Program | | |
| Kennedy – King College | New Student Program | Counseling 101 | |
| Malcolm X College | | Counseling 111 | Pre-College Institute |
| Olive – Harvey College | Fall and spring semester orientation | Counseling 101 | |
| Harry S Truman College | In conjunction with registration | | |
| Harold Washington College | In summer by Counseling Department | | |
| Wilbur Wright College | Small group orientation and placement testing followed by individual advising and registration | Counseling 101 | |
| Danville Area Comm College | All day program of orientation, placement testing, advising, & registration each semester<br>Also held as 3 sessions at the 15 district high schools each spring | | |
| College of DuPage | First day of class<br>Student Government Association's *Student Survival Guide* | | Intervention Day during term |
| Elgin Community College | Orientation for graduating high school seniors — 4 hours spring through summer<br>Orientation for transfers and adults — 2 hours spring & fall<br>Parent orientation — 2 hours spring and fall | | International Student orientation<br>Spanish Bilingual Program |
| Wm Rainey Harper College | 2 – day full – time student orientation includes assessment, advising, and registration prior to each semster, and Freshman Experience afternoon program for students & parents<br>Abbreviated schedule for part – time students<br>Center for New Students & Orientation (open daily) also holds General Information Sessions | Orientation 101 | AHANA (Asian American, Hispanic, African American, Native American) Pre-orientation Program<br>Center for Students with Disabilities' College Awareness Program and Preparing for College summer seminar |

| | | | |
|---|---|---|---|
| Heartland Comm College | Sessions held the week before class begins in fall | | |
| Highland Comm College | Summer sessions for new students and their parents/other | Yes | Project Succeed |
| Illinois Central College | Half-Day New Student Orientation includes college information, Student Services Fair, and practical assistance workshops | | Success Sessions and Academic Skills workshops |
| Illinois Eastern Comm Colleges | | Required | |
| Illinois Valley Comm College | Being developed | | Summer session bridge program for students needing remediation in reading and writing |
| Joliet Junior College | 3-hour program including assessment | PSYC 100 (new) | |
| Kankakee Comm College | Workshop for returning adults<br>Workshop for students seeking/receiving financial aid | Yes | |
| Kaskaskia College | (Guidance 109 is offered in a concentrated 2-day period in August) | Guidance 109 | |
| Kishwaukee College | 1-day *Transition Kish* sessions in spring and summer targeted at recent high school graduates (includes registration) | CSD 120<br>AGT 100 (agric) | Foreign Student Orientation<br>Adult Student *Connections* Orientation<br>Special programs: Kishwaukee Education Employment Program and Right to Succeed |
| College of Lake County | 2-hour College Information Session<br>Student Senate "how to succeed" sessions | | |
| Lake Land College | 1 day including assessment and registration prior to each term | Yes | |
| Lewis & Clark Comm College | In conjunction with assessment and registration | STSK 130 | |
| Lincoln Land Comm College | Information sessions prior to fall and spring semesters | | |
| John A. Logan College | Being developed | | New Minority Student Orientation Day by Minority Concerns Committee |
| McHenry County College | Small group information, advising, and registration sessions in high schools spring and summer and on campus summer<br>Orientation Day student activities event in fall | | Adult Re-Entry Center<br>Summer developmental coursework option |
| Moraine Valley Comm College | Half-day small group information, advising, and registration for new full-time students each semester<br>Abbreviated sessions for part-time students | | |
| Morton College | Early bird transition for high school students includes placement testing, advising, and registration<br>New student week of social activities and workshops | | |

| | | | |
|---|---|---|---|
| Oakton Community College | General orientation for new full-time traditional students and Adult student workshops in summer and January Parent orientation session each fall | | ASSIST Program (special needs students) |
| Parkland College | Mandatory 1.5 hour Success Seminar prior to advising/registration | | |
| Prairie State College | Information and campus tour sessions in July and August | | |
| Rend Lake College | Combined with ASSET testing beginning spring 1993 | | |
| Richland Community College | 2.5 hour information sessions throughout summer | Orientation 100 | Options/Opportunities Program's "Back-to-school Workshops" |
| Rock Valley College | Combined information and assessment sessions March through August and October through January | | |
| Carl Sandburg College | In conjunction with assessment | | |
| Sauk Valley Comm College | | Required | |
| Shawnee Community College | (Orientation course is offered in a 2-day format in the summer) | Yes | |
| South Suburban College | Information and completion of individual Master Academic Plan | OCS 121 | |
| Southeastern Illinois College | In conjunction with assessment | Being developed | High School Summer Honors Program |
| Spoon River College | 1-day information sessions prior to fall term | | |
| Triton College | Information, assessment, and registration in high schools in spring and on campus in summer and prior to winter term | | |
| Waubonsee Comm College | Information, activities, and tours for new students and their parents | | |
| John Wood Comm College | In conjunction with assessment | | |

Source: Community College Reviews of Undergraduate Education, 1993

**Table B-5**

**PUBLIC UNIVERSITY ASSESSMENT OF BASIC SKILLS OF ENTERING FRESHMEN**

| Institution | Who is Assessed? | Instruments Used | | | Remediation | | | | | | | | | Deadline for Removing Deficiencies |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | Writing | | | Reading | | | Math | | | |
| | | Writing | Reading | Math | Course | Percent Placed | Success Rate | Course | Percent Placed | Success Rate | Course | Percent Placed | Success Rate | |
| Chicago State University | All entering students | Essay | Nelson-Denny | Institutional | English 090<br>English 095 | 40 %<br>40 | 67 %<br>48 | Reading 090 | 42 % | 83 % | Math 090<br>Math 095 | 40 %<br>80 | 64 %<br>64 | Within 45 credits |
| Eastern Illinois University | Freshmen below ACT cut scores | Essay | | Standardized | English 1000 | 2 | 82 | GST 1000 | 12 | 98 | Math 1000 | 13 | 82 | Within 44 credits |
| Northeastern Illinois University | All entering freshmen | Essay | Nelson-Denny | Standardized | Developmental Engl Language | 36 | 85 | Developmental | 50 | 94 | Math 090 | 82 | 61 | Skills in 30 credits<br>Course in 60 credits |
| Western Illinois University | All entering students | Essay | | Standardized | English 100 | 22 | 86 | | | | Math 100 | 14 | 44 | |
| Illinois State University | All entering students | Essay | | Standardized | English 101.1[1] | | | | | | Math 102<br>Math 107 | 9<br>35 | <br>79 | Within 30 credits |
| Northern Illinois University | Alternate admissions | Essay | Nelson-Denny | Institutional | English 103P[2] | 15 | | CIRE 100<br>CIRE 190 | 13<br>20 | <br>65 | Math 110P[2] | 16 | 70 | |
| Southern Illinois University at Carbondale | Alternate admissions | Essay | Iowa Silent Reading | | GED 101[3] | | | C&I 212 | | | GED 107 | | 80 | Within 3 semesters |
| Southern Illinois University at Edwardsville | All entering students | DTLS & Essay | Iowa Silent Reading | Institutional | AD090 | 60 | | AD 080A<br>AD 080B | 17<br>27 | | AD 060<br>Math 070<br>Math 095 | 27<br>19<br>34 | | Within 32 credits |
| University of Illinois at Chicago | All entering students | Institutional | | Institutional | composition | 2 | | 2 courses<br>1 course | 62<br>28 | | Dev'l math | 26 | | |
| University of Illinois at Urbana-Champaign | All entering freshmen | ACT-English & Essay | | Institutional | Rhet 102<br>Rhet 104 | 1<br>5 | | | | | Various | 16 | | |

[1]Special section of freshman English that meets five days per week instead of three days per week.
[2]Special sections of freshman English and math that meet over two semesters rather than one. Class size is also limited.
[3]Special sections of freshman English with limited class size.

Source: Public University Reviews of Undergraduate Education, 1993

**Table B-6**

**COMMUNITY COLLEGE ASSESSMENT OF BASIC SKILLS OF ENTERING FRESHMEN**

| Institution | Who is Assessed? | Writing | | | | Reading | | | | Math | | | | Deadline for Removing Deficiencies |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | Measure | Percent Placed | Remedial Course | Success Rate | Measure | Percent Placed | Remedial Course | Success Rate | Measure | Percent Placed | Remedial Course | Success Rate | |
| Belleville Area College | F-T or E/M[1] | ASSET | 47 % | ENG 005 | 74 % | Nelson-Denny | | ENG 001<br>ENG 002 | 64 %<br>80 | ASSET | 67 % | MATH 093<br>MATH 094 | 59 %<br>66 | |
| Black Hawk College | new > 6 credits | ASSET & essay | 22 | ENG 081<br>ENG 091 | | ASSET | 48 % | REA 093<br>REA 098 | | ASSET | 67 | MATH 080<br>MATH 081<br>MATH 090<br>MATH 091 | | |
| City Colleges of Chicago[1] | | | | | | | | | | | | | | |
| Richard J. Daley College | All new | Essay | 2<br>3<br>7<br>24 | ALSP<br>ENG 001<br>ENG 098<br>ENG 100 | | Nelson-Denny | | | | Institutional | | | | |
| Kennedy-King College | | | 20<br>31 | ENG 098<br>ENG 100 | | California | 16<br>20<br>31 | ALSP<br>ENG 099<br>ENG 125 | | | 12<br>80 | MATH 100<br>MATH 110 | | |
| Malcolm X College | All new | Institutional | | ENG 098<br>ENG 100 | 76<br>68 | Nelson-Denny | | READ 099<br>READ 125 | 67<br>56 | Institutional | | MATH 089<br>MATH 100<br>MATH 110 | 60<br>53<br>48 | Within one year |
| Olive-Harvey College | All new | | 50 | | | | 50 | | | | 21 | | | |
| Harry S Truman College | All new | | 66 | | | | | | | | 87 | | | |
| Harold Washington College | All new | | | | | Nelson-Denny | | | | California | | | | |
| Wilbur Wright College | All new | Essay | 26<br>34 | ALSP<br>ENG 100 | | Nelson-Denny | 46 | | | Institutional | 21<br>45 | ALSP<br>MATH 110 | | Within 30 credits |
| [1]Beginning in fall 1993, the City Colleges adopted the College Board's *Multiple Assessment and Placement Services for Community Colleges* for use by all colleges | | | | | | | | | | | | | | |
| Danville Area Comm College | F-T or E/M | ASSET | | Dev Eng I<br>Dev Eng II | 58<br>56 | ASSET | | DevRead | 94 | ASSET | | DevMath I<br>DevMath II | 70<br>12 | |
| College of DuPage | E/M | DTLS | | | | DTLS | | | | MPE | | | | |
| Elgin Community College | ACT Engl < 20 | Essay | | ENG 098 | | DRP (optional) | | RDG 085<br>RDG 091<br>RDG 099 | | MPE (optional) | | | | |
| Wm Rainey Harper College | F-T or E/M | WEET | | ENG 098<br>ENG 100 | | Iowa Silent | | RDG 090<br>RDG 099 | | MPE | 60 | MTH 050<br>MTH 060 | | |

[1] F-T or E/M means the college tests all full-time entering students, as well as all students enrolling in an English or math course.

**Table B-6**

**COMMUNITY COLLEGE ASSESSMENT OF BASIC SKILLS OF ENTERING FRESHMEN**

| Institution | Who is Assessed? | Writing | | | | Reading | | | | Math | | | | Deadline for Removing Deficiencies |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | Measure | Percent Placed | Remedial Course | Success Rate | Measure | Percent Placed | Remedial Course | Success Rate | Measure | Percent Placed | Remedial Course | Success Rate | |
| Heartland Comm College | F-T or E/M | | | | | | | | | MPE | | | | |
| Highland Comm College | F-T or E/M | ASSET & Essay | | COMM 089<br>COMM 090 | 64 | ASSET & DRP | | COMM 099 | 76 | ASSET | | MATH 061<br>MATH 161<br>MATH 162 | 42 | Within 30 credits |
| Illinois Central College | F-T without ACT | WRET | 60 | | | Gates-MacGinitie | 67 | | | MPE (?) | 83 | | | |
| Illinois Eastern Comm Colleges | | ACT English Sub-score | | | | ACT Reading Sub-score | | | | ACT Math Sub-score | | | | Within 32 credits |
| Illinois Valley Comm College | F-T | | | | | | | | | | | | | |
| Joliet Junior College | F-T or E/M | ASSET | | | 57 | ASSET | | | 66 | ASSET | | | 61 | |
| Kankakee Comm College | 9 cr or E/M | ASSET | | | | ASSET | | | | ASSET | | | | |
| Kaskaskia College | | ACT English Sub-score | | Engl 099<br>Engl 100 | | ACT English Sub-score or Nelson-Denny | | Read 088 | | ACT Math Sub-score or Institutional | | MATH 058<br>MATH 059 | | |
| Kishwaukee College | E/M | English Usage | | | 70 | Nelson-Denny | | | 53 | | | | 74 | |
| College of Lake County | new > 1 course | [2] | | | | | | | | | | | | Within 30 credits |

[2]Beginning in fall 1993, the College of Lake County adopted the College Board's *Computerized Placement Test, AccuPlacer*

| | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Lake Land College | F-T | [3] | | Engl 001 | 56 | | | Read 009<br>Read 010 | 63 | | | Math 004<br>Math 005<br>Math 006 | 60 | |

[3]Beginning in fall 1993, Lake Land College adopted the College Board's *Multiple Assessment and Placement Services for Community Colleges*

| | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Lewis & Clark Comm College | 6 cr or E/M | AccuPlacer | | | | AccuPlacer | | | | AccuPlacer | | | | |
| Lincoln Land Comm College | new > 1 course & E/M | MAPS & Essay | | COM 090<br>COM 098<br>COM 099 | | MAPS | | RDG 099 | | MAPS & Institutional | | MAT 081<br>MAT 082<br>MAT 091<br>MAT 095 | | |
| John A. Logan College | All new | ASSET | | Engl 050<br>Engl 052 | | ASSET | | Engl 053 | 75 | ASSET | | Math 051<br>Math 062 | | |
| McHenry County College | | Institutional & Essay | | ENG 090<br>ENG 091<br>ENG 092<br>ENG 095<br>ENG 099 | | | | RDG 089<br>RDG 090<br>RDG 092<br>RDG 093 | | Institutional | | MAT 090<br>MAT 096 | | |

Table B-6

## COMMUNITY COLLEGE ASSESSMENT OF BASIC SKILLS OF ENTERING FRESHMEN

| Institution | Who is Assessed? | Writing | | | | Reading | | | | Math | | | | Deadline for Removing Deficiencies |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | Measure | Percent Placed | Remedial Course | Success Rate | Measure | Percent Placed | Remedial Course | Success Rate | Measure | Percent Placed | Remedial Course | Success Rate | |
| Moraine Valley Comm College | F-T or E/M | ASSET | 43 | COM 060<br>COM 070<br>COM 080<br>COM 085<br>COM 090 | 69 | Nelson-Denny | 43 | RDG 040<br>RDG 041<br>RDG 070<br>RDG 071<br>RDG 090<br>RDG 091 | 69 | ASSET | 56 | MTH 060<br>MTH 070<br>MTH 080<br>MTH 090<br>MTH 095 | 66 | |
| Morton College | | Institutional[4] | | ENG 091<br>ENG 092 | | Nelson-Denny[4] | | | | Institutional[4] | | MAT 090<br>MAT 095 | | |
| [4]Beginning in fall 1993, the Morton College adopted the College Board's *Computerized Placement Test, AccuPlacer* | | | | | | | | | | | | | | |
| Oakton Community College | F-T or E/M | Essay | 59 | | | DRP | 47 | | | Institutional | 87 | MAT 045<br>MAT 051<br>MAT 052<br>MAT 120 | | Within 24 credits |
| Parkland College | E/M | MPE & Essay | 54 | ENG 097<br>ENG 099 | 70<br>80 | | | | | MPE | 87 | | | |
| Prairie State College | F-T | ASSET | | | | ASSET | | | | ASSET | | | | |
| Rend Lake College | F-T | ASSET | 45 | | 73 | ASSET | 42 | | 71 | ASSET | 60 | | | |
| Richland Comm College | E/M | ACT or MAPS | | ENG 089<br>ENG 091 | | ACT or MAPS | | ENG 088<br>ENG 090 | | ACT or MPE | | MAT 090<br>MAT 091<br>MAT 092 | | |
| Rock Valley College | All new | Institutional & Essay | | ENG 098 | 69 | Nelson-Denny & DRP | | RDG 096<br>RDG 099 | | MPE | | MTH 081<br>MTH 090<br>MTH 095<br>MTH 097 | | |
| Carl Sandburg College | All new | ASSET | 1<br>20 | ENGL 0975<br>ENGL 0995 | 64<br>74 | ASSET | 1<br>2<br>8 | ENGL 0905<br>ENGL 0965<br>ENGL 0985 | 67<br>78<br>75 | ASSET | 13<br>14 | MATH 0905<br>MATH 0935 | 71<br>62 | |
| Sauk Valley Comm College | F-T or E/M | ASSET | | | 77 | ASSET | | | 78 | ASSET | | MAT 070<br>MAT 071<br>MAT 105 | 66<br>64<br>54 | |
| Shawnee Comm College | ACT < 21 | ASSET | | | | ASSET | | | | ASSET | | | | |
| South Suburban College | All new | ASSET | 43 | ENGL 99 | | ASSET | 61 | | | ASSET | 93 | MATH 95 | | |

**Table B-6**

**COMMUNITY COLLEGE ASSESSMENT OF BASIC SKILLS OF ENTERING FRESHMEN**

| Institution | Who is Assessed? | Writing | | | | Reading | | | | Math | | | | Deadline for Removing Deficiencies |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | Measure | Percent Placed | Remedial Course | Success Rate | Measure | Percent Placed | Remedial Course | Success Rate | Measure | Percent Placed | Remedial Course | Success Rate | |
| Southeastern Illinois College | F-T or E/M | ASSET & Essay | 28 | ENG 100 | 68 | ASSET | 24 | READ 100<br>SSKL 100 | 70 | ASSET & Institutional | | MATH 102<br>MATH 106 | 51<br>62 | Within 30 credits |
| Spoon River College | E/M | ASSET | | | | ASSET | | | | ASSET | | | | |
| Triton College | | Essay | 60 | | | Carver Reading Test | 27 | | | MPE | 86 | | | |
| Waubonsee Comm College | All new | ASSET | | | | ASSET & DRP | | | | ASSET | | | | |
| John Wood Comm College | All new | ASSET | 10 | ENG 099 | 67 | ASSET | 8 | READ 002 | 73 | ASSET | 13<br>23 | MATH 008<br>MATH 009 | 63<br>51 | |

Source: Community College Reviews of Undergraduate Education, 1993

Test Name Key

ASSET = *Assessment of Skills for Successful Entry and Placement* (ACT)
MPE = *Mathematics Placement Exam* (ACT)
AccuPlacer = Computerized Placement Tests (College Board)
DTLS = *Descriptive Test of Language Skills* (College Board)
DRP = *Degrees of Reading Power* (College Board)
MAPS = *Multiple Assessment and Placement Services* (College Board)
WEET = *Written English Expression Test* (College Board)
California = *California Achievement Test*
Nelson-Denny = *Nelson – Denny Reading Comprehension Test*

**Table B-7**

**PUBLIC UNIVERSITY ACADEMIC SUPPORT SERVICES**

| University | Program Name | Services Provided |
|---|---|---|
| Chicago State University | Peer Counselor Program | Study skills and subject tutoring for freshmen |
| | Math Anxiety Reduction Program | Sensitization training for faculty and tutors; coping skills and math hot line for students |
| | Summer Mentorship Program | Counseling/mentoring support post freshman year |
| | Learning Assistance Center | Tutoring in writing and math (including accounting and computer science) |
| | Department of Reading | Tutoring in reading skills |
| | College of Arts and Sciences | Supplemental instruction in gateway courses |
| | Early Warning/Intervention System | Academic progress reporting and follow-up system |
| Eastern Illinois University | University Writing Center | Individual, small group, and computerized tutoring and grammar hot line |
| | University Reading Center | Individual, small group, and computerized tutoring in reading and study skills |
| | Mathematics Diagnostic Center | Individual, small group, and computerized tutoring |
| | Other academic departments | Tutoring for specific courses |
| Northeastern Illinois University | Proyecto Pa'Lante | Personal and academic support services for Latino students |
| | Project Success | Personal and academic support services for black students |
| | Student Support Services | Academic support services for at-risk students |
| | Handicap Education Liaison Program (HELP) | Assistive services for the differently abled |
| | Learning Center | Tutoring and study groups for general education courses |
| | Reading Lab | Tutoring and workshops |
| | Writing Lab | Individual tutoring and conversation groups |
| | Math Lab | Support services for developmental math courses |
| Western Illinois University | Writing Center | Individual tutoring/assistance |
| | Math Center | Individual tutoring/assistance |
| | Academic departments | Tutoring for specific courses |
| | Economics student laboratory | Computer-assisted tutorials and statistical packages |
| | Office of Academic Services | Tutorial and other assistance for alternate admissions' students |
| | Community Connection Program | Community host families for minority students (mentoring) |
| | Partnership for Progress Program | On-campus mentoring for entering minority students |
| Illinois State University | University Center for Learning Assistance | Tutoring, supplemental instruction, and small group work |
| | Supplemental Instruction Program | Scheduled study groups in gateway courses |
| | Mathematics Learning Assistance Center | Tutoring for students enrolled in math courses |
| | Collegiate Opportunities Admission Program | Intensive individual and group counseling and workshops |

| | | |
|---|---|---|
| Northern Illinois University | Educational Services and Programs (ESP) | Personal and academic support services for alternate admissions' students |
| | Student Support Services | Supplemental academic and career counseling |
| | Writing Center | Tutoring, supplemental instruction, and workshops |
| | Math Assistance Center | Tutoring and supplemental instruction |
| | Communication Studies (speech) Lab | Supplemental study groups and videotaping |
| | Supplemental Instruction program | Scheduled study groups in gateway courses |
| | Learning Assistance and Study Skills Lab | Individual assistance and group workshops |
| | African American Male Mentoring Program | Mentoring by faculty/staff |
| | Minority Student Assistance Program | Peer mentoring for new students |
| | University Resources for Latinos | Counseling and mentoring |
| | University Resources for Women | Academic and career counseling and study groups for non-traditional aged women students |
| Southern Illinois University at Carbondale | Center for Basic Skills' Learning Assistance Program | Individual and group tutoring |
| | Coll. of Business and Administration Minority Program | Tutorial assistance and academic survival skills workshops |
| | Coll. of Education Minority Adviser | Tutoring |
| | Minority Engineering Program | Tutoring in math, physics, and chemistry; mentoring program; and supplemental instruction in calculus |
| | Writing Center | Tutoring and workshops |
| | Mathematics Computer Laboratory | Instructional software aids |
| | Department of Mathematics | Scheduled small group tutoring |
| | Various Academic Honor Societies | Peer tutoring |
| | College of Technical Careers | Tutoring, computer-assisted instruction, big brother/sister program, and study skills workshops |
| Southern Illinois University at Edwardsville | Minority Engineering Tutoring Program | Individual tutoring |
| | School of Sciences | Peer tutoring and study groups for minority students |
| | Computer Science Open-Access Lab | Individual tutoring |
| | School of Business | Tutoring, supplemental instruction, study groups, and open labs |
| | Dept of Mathematics and Statistics' Tutor Lab | Tutoring |
| | Supplemental Instruction program | Study groups in gateway math/science courses |
| | Writing Center | Individual writing assistance and self-paced materials |
| | Reading Lab | Individual and small group tutorials |
| | Special Services Program | Tutoring for at-risk freshmen |
| University of Illinois at Chicago | Academic Skills Program | Supplemental instruction and tutoring in reading, writing, and study skills; Supplemental instruction in high risk courses |
| | Latin American Recruitment and Educational Services | Academic skills courses and supplemental instruction in math |
| | Minority Engineering Recruitment & Retention Program | Supplemental instruction in high risk courses and Tutoring lab |
| | Educational Assistance Program | Supplemental instruction in reading, composition, and math and tutoring through Independent Study Center |
| | Honors College | Peering tutoring program |
| | College of Business Administration | Tutoring in core business and math courses |
| | Writing Center | Tutoring services |
| | Mathematics Laboratory | Scheduled math workshops |

| | | |
|---|---|---|
| University of Illinois at Urbana-Champaign | Office of Minority Student Affairs | Supplemental Instruction, study skills instruction, and subject-specific tutoring services |
| | Colleges' Academic Assistance Programs | Counseling/advising support and progress monitoring |
| | Student Chapter of Music Educators National Conference | Tutoring program |
| | Writers' Workshop | Individual writing assistance |
| | Mathematics Tutoring | Tutoring for calculus and linear algebra |
| | Mathematics Merit Workshops | Supplemental group study in calculus |
| | School of Life Sciences | Supplemental instruction in gateway courses |

Source: Public University Undergraduate Education Reviews, 1993

**Table B-8**

**COMMUNITY COLLEGE ACADEMIC SUPPORT SERVICES**

| College | Program or Service |
|---|---|
| Belleville Area College | Tutoring (English, math, science, and accounting)<br>Workshops on math anxiety and academic success |
| Black Hawk College | Math, writing, and computer labs<br>Tutoring lab |
| City Colleges of Chicago<br>Richard J. Daley College | Mathematics laboratory<br>Language laboratory for ESL students<br>Testing and Tutoring Department (placement and diagnostic tests and tutoring)<br>Women's Resource Center<br>NovaNet computer-assisted instruction<br>Computer laboratories and Computer-aided drafting and design lab |
| Kennedy-King College | Tutoring<br>Writing Laboratory and Reading Laboratory<br>NovaNet computer-assisted instruction<br>Computer Laboratory<br>Academic Support Center (tutoring, special needs services, and homework "hotline") |
| Malcolm X College | Tutoring<br>NovaNet computer-assisted instruction<br>Academic Support Center |
| Olive-Harvey College | Tutoring labs<br>NovaNet computer-assisted instruction<br>Latino Service Center (bilingual tutoring) |
| Harry S Truman College | College-level Tutoring<br>NovaNet computer-assisted instruction and audio-visual tutorial lab<br>Bilingual Assistance Center<br>Institute for Native American Development<br>Refugee and Immigrant Assistance Center<br>Carl Perkins Special Needs Office<br>International Office<br>Dubois Washington Center<br>MacIntosh Communications Lab, Math Lab, and Nursing Lab<br>Single Parent Career Program<br>Early Warning System |
| Harold Washington College | Academic Support Center (tutoring)<br>NovaNet computer-assisted instruction |
| Wilbur Wright College | One-on-one, small group, and computer-assisted tutoring<br>NovaNet computer-assisted instruction |
| Danville Area Comm College | Special Populations Office |
| College of DuPage | Math Assistance Center<br>Student Achievement through Faculty Experience (SAFE) mentoring program |
| Elgin Community College | Learning Skills Center (tutoring)<br>Center for Individualized Learning (computer software for reading assistance) |
| Wm Rainey Harper College | Tutoring Center<br>Diagnostic Services (diagnosis and test taking/study skills assistance)<br>Center for Students with Disabilities: Supplemental Language Development (for deaf students) and Program to Achieve Student Success (for learning disabled) |

| | |
|---|---|
| Heartland Community College | Academic Support Center (free tutoring, open–learning courses, and computer lab) |
| Highland Community College | Tutoring service<br>Learning Assistance Center (writing, reading, and study skills labs & study groups)<br>Supplemental instruction in identified courses |
| Illinois Central College | Reading/Study Skills Lab, Writing Lab, and Math Lab<br>Perley Peoria Campus Learning Lab (tutoring)<br>Study Support Services Program (grant–funded targeted tutoring) |
| Illinois Eastern Comm Colleges | Learning Skills Center (peer tutoring and computerized remediation in reading, writing, and math) |
| Illinois Valley Comm College | Tutoring Lab<br>Reading, writing, and math labs (including math labs in 3 area high schools) |
| Joliet Junior College | Tutorials (Academic Skills Center, Project Advance, and Special Needs Program)<br>Study groups (3 fields) and supplemental course sections (8 subjects)<br>Workshops on study skills, test anxiety, and computer use |
| Kankakee Community College | Academic Skills Center (tutoring and computer–assisted instruction in biology, math, reading, writing, and study skills) |
| Kaskaskia College | College Enhancement Center (small group and individual tutoring; audio–visual course supplement materials) |
| Kishwaukee College | Learning Skills Center (tutoring, computer lab, and language lab) |
| College of Lake County | Learning Assistance Center (tutoring and workshops in math, reading, study skills, and writing) |
| Lake Land College | Tutoring Center (tutoring, basic skills courses, computer aids, and assistance for disabled students)<br>Grant–funded teaching assistants in some occupational programs |
| Lincoln Land Comm College | Study Skills Center (individual assistance and small group workshops and supplemental instruction in high–risk courses)<br>Writing Center<br>Peer Advising Center (tutoring) |
| John A. Logan College | Academic Support Center (tutoring, study skills, and Math Help Room) |
| McHenry County College | Learning Lab (assistance in reading, English, math, and study skills) |
| Moraine Valley Comm College | Tutoring (one–on–one and NovaNet computer–aided)<br>Writing Center<br>Math/Communications (computer) Lab |
| Morton College | Academic Skills Center (individiualized instruction in reading, writing, and math)<br>Peer Tutoring<br>Limited–English–Proficiency Specialist and Learning–Disabled Consultant |
| Oakton Community College | Instructional Support Services (group and individual tutoring; math anxiety and math review workshops; mentoring program for Project Succeed; supplemental course sections; organized study groups; and basic skills instruction) |
| Parkland College | Learning Lab (tutoring and basic skills instruction)<br>Writing Clinic and Mathematics Computer Laboratory<br>Supplemental instruction and/or peer tutoring in gateway courses |
| Prairie State College | Personalized Learning Program (individual and group tutoring, supplemental instruction, tutoring–computer lab, and assistance for disabled students) |
| Rend Lake College | Tutoring services (writing, math, and some vocational classes) |

| | |
|---|---|
| Richland Community College | Reading/Writing Center (diagnostic testing and tutoring)<br>Tutorial Assistance Center (peer tutoring)<br>Computer Science and Applications Lab (tutoring)<br>Biology Tutoring |
| Rock Valley College | Personalized Learning Center (Peer tutoring accredited by the College Reading and Learning Association) |
| Carl Sandburg College | College-wide Tutoring Services |
| Sauk Valley Comm College | Learning Assistance Center (tutoring, study groups, and supplemental computer and video programs)<br>Student Support Services (additional support for at-risk students) |
| Shawnee Community College | Learning Assistance Center (tutoring and computer software) |
| South Suburban College | Academic Assistance Center (tutoring and study skills, time management, and writing skills workshops) |
| Southeastern Illinois College | Learning Lab (individual and group tutoring by peers, supervised study groups, supplemental instruction, open-access computing, testing, assistance for disabled students, peering mentoring for at-risk students, and an early warning system) |
| Spoon River College | Tutoring service |
| Triton College | Learning Assistan/ Center (tutoring, academic and career counseling, peer counseling)<br>Student Support Services Program (services for disabled students) |
| Waubonsee Comm College | Academic Skills Center (individual and small group instruction in reading, math, writing, and study skills)<br>Tutoring services |
| John Wood Comm College | Tutoring Program (individual and small group)<br>Writing Lab and Math Lab<br>Open Learning Center (basic skills remediation)<br>Workshops in learning strategies, study skills, and time management |

Source: Community College Undergraduate Education Reviews, 1993

Table B–9

## FIRST–TIME FRESHMAN[1] ENGLISH COURSE ENROLLMENT AND ACHIEVEMENT AT ILLINOIS PUBLIC UNIVERSITIES

### Enrolled in Remedial English

| Course Grade | Took 4 Years of High School English | | Less Than 4 Years H.S. English | | Unknown | | Total | |
|---|---|---|---|---|---|---|---|---|
| | N | % | N | % | N | % | N | % |
| A or B | 503 | 24.2 | 40 | 10.3 | 0 | 0.0 | 543 | 21.9 |
| Satisfactory/Other | 1,465 | 70.5 | 337 | 86.9 | 12 | 100.0 | 1,814 | 73.2 |
| Unsatisfactory | 111 | 5.3 | 11 | 2.8 | 0 | 0.0 | 122 | 4.9 |
| Total | 2,079 | 100.0 | 388 | 100.0 | 12 | 100.0 | 2,479 | 100.0 |

### Enrolled in Freshman English

| Course Grade | Took 4 Years of High School English | | Less Than 4 Years H.S. English | | Unknown | | Total | |
|---|---|---|---|---|---|---|---|---|
| | N | % | N | % | N | % | N | % |
| A or B | 17,943 | 63.6 | 1,659 | 51.1 | 13 | 44.8 | 19,615 | 62.3 |
| Satisfactory/Other | 8,384 | 29.7 | 1,219 | 37.5 | 12 | 41.4 | 9,615 | 30.5 |
| Unsatisfactory | 1,878 | 6.7 | 371 | 11.4 | 4 | 13.8 | 2,253 | 7.2 |
| Total | 28,205 | 100.0 | 3,249 | 100.0 | 29 | 100.0 | 31,483 | 100.0 |

### Enrolled in Advanced English

| Course Grade | Took 4 Years of High School English | | Less Than 4 Years H.S. English | | Unknown | | Total | |
|---|---|---|---|---|---|---|---|---|
| | N | % | N | % | N | % | N | % |
| A or B | 966 | 73.7 | 75 | 62.5 | 0 | 0.0 | 1,041 | 72.7 |
| Satisfactory/Other | 285 | 21.8 | 39 | 32.5 | 2 | 100.0 | 326 | 22.8 |
| Unsatisfactory | 59 | 4.5 | 6 | 5.0 | 0 | 0.0 | 65 | 4.5 |
| Total | 1,310 | 100.0 | 120 | 100.0 | 2 | 100.0 | 1,432 | 100.0 |

### Enrolled in All Levels of English

| Course Grade | Took 4 Years of High School English | | Less Than 4 Years H.S. English | | Unknown | | Total | |
|---|---|---|---|---|---|---|---|---|
| | N | % | N | % | N | % | N | % |
| A or B | 19,412 | 61.4 | 1,774 | 47.2 | 13 | 30.2 | 21,199 | 59.9 |
| Satisfactory/Other | 10,134 | 32.1 | 1,595 | 42.5 | 26 | 60.5 | 11,755 | 33.2 |
| Unsatisfactory | 2,048 | 6.5 | 388 | 10.3 | 4 | 9.3 | 2,440 | 6.9 |
| Total | 31,594 | 100.0 | 3,757 | 100.0 | 43 | 100.0 | 35,394 | 100.0 |

[1] Based on first–time freshmen enrolling at public universities in academic years 1991–92 and 1992–93.

Source: Public Universities' High School Feedback System

Table B–10

## FIRST–TIME FRESHMAN[1] MATHEMATICS COURSE ENROLLMENT AND ACHIEVEMENT AT ILLINOIS PUBLIC UNIVERSITIES

| | Enrolled in Remedial Mathematics | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| Course Grade | Took 3 Years of High School Mathematics | | Less Than 3 Years H.S. Mathematics | | Unknown | | Total | |
| | N | % | N | % | N | % | N | % |
| A or B | 933 | 20.6 | 103 | 9.2 | 0 | 0.0 | 1,036 | 18.3 |
| Satisfactory/Other | 2,721 | 60.1 | 799 | 71.3 | 14 | 70.0 | 3,534 | 62.3 |
| Unsatisfactory | 877 | 19.4 | 218 | 19.5 | 6 | 30.0 | 1,101 | 19.4 |
| Total | 4,531 | 100.0 | 1,120 | 100.0 | 20 | 100.0 | 5,671 | 100.0 |

| | Enrolled in Freshman Mathematics | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| Course Grade | Took 3 Years of High School Mathematics | | Less Than 3 Years H.S. Mathematics | | Unknown | | Total | |
| | N | % | N | % | N | % | N | % |
| A or B | 7,140 | 40.3 | 631 | 32.0 | 12 | 46.2 | 7,783 | 39.5 |
| Satisfactory/Other | 6,785 | 38.3 | 820 | 41.6 | 6 | 23.1 | 7,611 | 38.6 |
| Unsatisfactory | 3,798 | 21.4 | 520 | 26.4 | 8 | 30.8 | 4,326 | 21.9 |
| Total | 17,723 | 100.0 | 1,971 | 100.0 | 26 | 100.0 | 19,720 | 100.0 |

| | Enrolled in Advanced Mathematics | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| Course Grade | Took 3 Years of High School Mathematics | | Less Than 3 Years H.S. Mathematics | | Unknown | | Total | |
| | N | % | N | % | N | % | N | % |
| A or B | 2,279 | 46.2 | 103 | 38.0 | 7 | 58.3 | 2,389 | 45.8 |
| Satisfactory/Other | 1,831 | 37.1 | 110 | 40.6 | 4 | 33.3 | 1,945 | 37.3 |
| Unsatisfactory | 823 | 16.7 | 58 | 21.4 | 1 | 8.3 | 882 | 16.9 |
| Total | 4,933 | 100.0 | 271 | 100.0 | 12 | 100.0 | 5,216 | 100.0 |

| | Enrolled in All Levels of Mathematics | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| Course Grade | Took 3 Years of High School Mathematics | | Less Than 3 Years H.S. Mathematics | | Unknown | | Total | |
| | N | % | N | % | N | % | N | % |
| A or B | 10,352 | 38.1 | 837 | 24.9 | 19 | 32.8 | 11,208 | 36.6 |
| Satisfactory/Other | 11,337 | 41.7 | 1,729 | 51.4 | 24 | 41.4 | 13,090 | 42.8 |
| Unsatisfactory | 5,498 | 20.2 | 796 | 23.7 | 15 | 25.9 | 6,309 | 20.6 |
| Total | 27,187 | 100.0 | 3,362 | 100.0 | 58 | 100.0 | 30,607 | 100.0 |

[1] Based on first–time freshmen enrolling at public universities in academic years 1991–92 and 1992–93.

Source: Public Universities' High School Feedback System

Table B–11

## FIRST–TIME FRESHMAN[1] SCIENCE COURSE ENROLLMENT AND ACHIEVEMENT AT ILLINOIS PUBLIC UNIVERSITIES

| | Enrolled in Freshman Science | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| Course Grade | Took 3 Years of High School Science | | Less Than 3 Years H.S. Science | | Unknown | | Total | |
| | N | % | N | % | N | % | N | % |
| A or B | 7,548 | 42.2 | 1,801 | 31.4 | 15 | 48.4 | 9,364 | 39.6 |
| Satisfactory/Other | 7,143 | 40.0 | 2,590 | 45.2 | 8 | 25.8 | 9,741 | 41.2 |
| Unsatisfactory | 3,180 | 17.8 | 1,344 | 23.4 | 8 | 25.8 | 4,532 | 19.2 |
| Total | 17,871 | 100.0 | 5,735 | 100.0 | 31 | 100.0 | 23,637 | 100.0 |

| | Enrolled in Advanced Science | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| Course Grade | Took 3 Years of High School Science | | Less Than 3 Years H.S. Science | | Unknown | | Total | |
| | N | % | N | % | N | % | N | % |
| A or B | 484 | 39.5 | 182 | 34.9 | 2 | 40.0 | 668 | 38.1 |
| Satisfactory/Other | 426 | 34.8 | 247 | 47.3 | 3 | 60.0 | 676 | 38.6 |
| Unsatisfactory | 315 | 25.7 | 93 | 17.8 | 0 | 0.0 | 408 | 23.3 |
| Total | 1,225 | 100.0 | 522 | 100.0 | 5 | 100.0 | 1,752 | 100.0 |

| | Enrolled in All Levels of Science | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| Course Grade | Took 3 Years of High School Science | | Less Than 3 Years H.S. Science | | Unknown | | Total | |
| | N | % | N | % | N | % | N | % |
| A or B | 8,032 | 42.1 | 1,983 | 31.7 | 17 | 47.2 | 10,032 | 39.5 |
| Satisfactory/Other | 7,569 | 39.6 | 2,837 | 45.3 | 11 | 30.6 | 10,417 | 41.0 |
| Unsatisfactory | 3,495 | 18.3 | 1,437 | 23.0 | 8 | 22.2 | 4,940 | 19.5 |
| Total | 19,096 | 100.0 | 6,257 | 100.0 | 36 | 100.0 | 25,389 | 100.0 |

[1] Based on first–time freshmen enrolling at public universities in academic years 1991–92 and 1992–93.

Source: Public Universities' High School Feedback System